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ABSTRACT

Intended for secondary student use in the Talented and Gifted Students Program, the guide lists independent study activities in eight areas. It is explained that areas not usually covered in traditional courses of study are included to encourage indepth and open ended exploration of special interests, and that the projects focus on enhancing higher cognitive processes--analysis, synthesis, and evaluation. Information on time required, performance objectives, learner outcomes, and grade level is listed along with a description of the activities and resource suggestions for the following eight areas (sample activities in parentheses): art (free form sculpture, ceramics, relief collage); English (genealogy, science fiction, creative writing, use of reference materials); drama (period costuming, sound and light); mathematics (geometric designs in homes, stock market, the computer); music (recording techniques, madrigal music, acoustics); science (metric system, volcanoes, salt water aquarium); social studies (genealogy, current events, job opportunities in law enforcement); and vocational education (computer use, room decoration, self defense, marriage, home repair service). (CL)

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EC121 599

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TALENTED AND GIFTED

STUDENTS

NO. 2

INDEPENDENT STUDY PROJECTS

GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Alice Independent School District

Alice, Texas

August, 1977

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Alice Independent School District
Alice, Texas
August 1977

INTRODUCTION

This is the second guide developed by selected Alice Independent School District staff members for secondary students identified as talented and gifted.

The guide is intended for student use and can serve as a springboard of ideas for students to develop their own independent study project or the student may implement the independent study project exactly as suggested by the teacher.

The curriculum in this guide explores both product and process. Areas not usually covered in traditional courses of study are included to encourage the student to do in-depth and open-ended exploration of special interests. The majority of these independent study projects includes development of skills in retrieving and applying knowledge with a focus on enhancement of higher cognitive processes--analysis, synthesis, and evaluation.

ACKNOWLEDGEMENTS

This guide is a product of an August, 1977, fifteen hour workshop. Dr. Irene St. Clair served as consultant to workshoppers and assisted in the editing of many of the independent study projects.

The endeavors of seventeen members of the Alice Independent School District staff to develop appropriate project ideas for talented and gifted students is sincerely appreciated. Their names are listed on the independent study projects they created.

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ART

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 8th and 9th

Title: Free Form Sculpture in "Homemade Plastic"

Suggested By: Troy Greenhill

Allotted Time: Three Days to One Week

Performance Objective: Mix a homemade liquid plastic and with techniques and materials given below experiment, develop and create a "free form" sculpture which is eye-catching and interesting to a great number of students who see it and is especially esthetically pleasing to the student-creator himself/herself.

Learner Outcome: The student will experience esthetic pleasure as he or she creates afterwards. He/she will learn such technical information as drying time, how drying time is affected by thickness of the substance, the lustre and color and how these two are affected by the pigments added, and other materials and substances which may be added.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Generally, styrofoam is dissolved in lacquer thinner to form a clear, glue-like substance. It can be tinted or colored with enamels, but usually a faint tint is preferred because of the transluscent effect which is produced. Sometimes, two or three different tints in different jars (gallon jars with wide mouths and lids) are prepared.	Teacher demonstrations, instructions given at left, and below cost is one major limiting factor Lacquer thinner is currently about five dollars per gallon.
2. A surface of heavy cardboard, thin masonite or fiberboard, or thin plywood is prepared. Heavy cardboard is best under some conditions where edges can be trimmed easily to enhance the appearance of the sculpture.	Safety is one very important factor. Lacquer thinner is as explosive and as flammable as gasoline.
3. With the three jars having the substance in each the proper thickness (viscosity) and the proper tint ready; many scrap substances and	Lacquer thinner can be very irritating to the skin. Students who are especially allergic to everal substances should not handle it. It can burn areas of the skin where spilled on the

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
materials, especially scraps of yarn, thread, tiny bits of flourescent colored poster board and others placed at the ready, and extra irregularly shaped pieces of styrofoam nearby; the project is begun.	clothing or skin (without flaming). However, for most students, a small amount splashed on the hands and washed off within five or ten minutes does not harm. It is possible and desirable for no part of the body to come into contact with it. The work can be done with sticks, knives and scissors.
4. The irregular pieces of styrofoam are placed in the center of the prepared surface. The prepared surface must lay exactly level.	Great care should be taken to make sure there is plenty of ventilation. In good weather it can be done mostly out-of-doors.
5. At first a small amount of plastic is poured over and around the small pile of styrofoam on the cardboard surface. This partially dissolves the styrofoam and forms a round, flat puddle in the middle of the cardboard base.	The vapors should not be inhaled for a very long period.
6. To this puddle is added the bits and pieces of scrap materials. (Ninety percent of the creating, manipulating and forming the work and varying each attempt comes at this point.)	
7. Small amount of the plastic is then added to this.	
8. The work is allowed to partially dry for one to several hours, depending on the previously mentioned conditions, while lying flat.	
9. At the proper time, when a dry film forms over the mass but is still partially fluid underneath, the work is hung upside down. If everything goes properly an upside down cone is formed. Some irregular streaming will occur and holes in the side will form. This is usually desirable. It should hang this way until rigid (three to ten days, depending on weather).	
10. The total effect is always unpredictable. Many attempts are sometimes necessary before the creator is satisfied. Form, line, color, light reflection and refraction are always eye-catching. There are many ways the work can be mounted.	

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 8th and 9th

Title: A Puppet Play

Suggested By: Troy Greenhill

Allotted Time: Twelve Weeks

Performance Objective: A small group of students will hand-make several puppets, a portable puppet stage, write a play and produce or present it informally and unannounced on the steps of the auditorium at the Junior High School. The size of the crowd which forms, the warmth of the applause and the student performers own self satisfaction will be the measures of success. Slides and cassette recordings will document certain moments throughout.

Learner Outcome: Students will encounter moments of true creativity and will discover things which work. Also, each will gain experiences in construction techniques of puppets and puppet stages, and a few things from total art of puppetry.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. A group of two to five students, ideally, will organize themselves for the making of the puppets, the writing of the play, and the making of the portable stage. The work could be divided, or, each student could take part in each phase or activity. 2. The teacher will make slides or prints of the activities from beginning to the end. All of the students' efforts at writing the play--rough ideas (outline), rought drafts, final play and rewrites, if any, will be kept to form a document. Also, a cassette recording of the sounds and voices at the moment each slide is made will also be kept.	Troy Greenhill Puppets made in previous years The teacher's own slides of puppets made in previous years, some showing students working on puppets and some showing plays in progress

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 8th and 9th

Title: Sculpture in Plaster and Vermiculite

Suggested By: Troy Greenhill

Allotted Time: Six Weeks

Performance Objective: Produce an original, interesting, eye-catching, well-designed sculpture in plaster mixed with vermiculite. The number of favorable comments from everyone who sees it and the students own aesthetic pleasure will be the measures of success.

Learner Outcome: Learn to respect the limitations of one sculpture medium and be more knowledgeable of the creative possibilities within these limits; learn to overcome frustrations at early attempts; experience the pure aesthetic pleasures of creating.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will need to explore, to do several small trial pieces, before attempting a large piece. 2. The student will need to learn the proper mixing of plaster, the time it takes to harden and to "cure" permanently, the proper mixing with vermiculite and adding color when desired. Also, he or she must learn the proper cleanup procedures. 3. The student may note the ease with which the material carves (and crumbles) while still "green." The major "blocking out" of the large features can be done at this point, and done fairly rapidly, if the student has gained enough skill.	Troy Greenhill Other teachers who are familiar with the work previously done at William Adams Slides of work done previously at William Adams

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title Sculpture in Plaster and Vermiculite

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. The student will learn to plan for the larger projects. Preliminary sketches--front view, side view and top view, must be done after the initial idea develops and before work begins on the large project. 5. The student also will learn when a built-in base is needed, when an added to base is needed, and, when none is needed. These are determined by the design qualities of the piece.	

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 8th and 9th

Title: Sketchbook Diary: "Me and My World"

Suggested By: Troy Greenhill

Allotted Time: Six Weeks Part Time

Performance Objective: Sketch in pencil in a sketchbook, a minimum of thirty sketches representing different facets of the student's own personality and the way in which he visualizes certain objects, images, ideas, and people around him. The student's work will be acceptable to himself and suitable for display and circulation in our Junior High School.

Learner Outcome: The student will gain in knowledge of sources for art ideas; will understand more about the possibilities and limits of expression in one medium pencil on paper; will gain new insights into his or her own personality and creativity.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will be provided a spiral sketchbook which he will organize in his own way but from suggested outlines and topics in lists furnished by the teacher. One such outline follows: a. Me Out There (In the Real World) Me (Self Portrait) My Friends My Girlfriend (or Boyfriend) My Family School Work I Have to Do Work I Do For Fun When I Relax	The teacher leads in group discussion with the aim in mind of each student (and teacher) accepting all the others in class and getting to know them. Also, each student should come to understand that though he is a member of various groups he is also a unique individual. Friends, relatives, elderly neighbors and acquaintances for family oral traditions Teacher demonstrations and personal help and encouragement

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

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Title: Sketchbook Diary: "Me and My World"

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
Where I Go to Think Fun Time b. Me In Here (Inside My Head) A Fantasy Doodling While Daydreaming The Show on the Backside of My Eyelids Friendly Monsters I Can See in Leaf Patterns of Foliage Just Before Dark Ice Cream Castles in the Air - Fantasies Derived From Cloud Forms It Walked Through My Mind Just Before I Fell Asleep A Dream My Shadow His (Her) Shadow Its Shadow Reflections of Myself as Playmate (distortions of reflected images as one walks along a city street, in the oddly curved surfaces of automobiles, in the imperfect surfaces of glass and metal)	The teacher's collection of student work from previous years--not for copy but merely for a point of reference in certain "tight spots" It is more important that students first draw and sketch than be shown adult models--"The Correct Way"--in texts and references. The student should experience the joy of creating first.

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 9th through 12th

Title: Portfolio of Two-Dimensional Art Work

Suggested By: Troy Greenhill

Allotted Time: Twenty-Four Weeks Part Time

Performance Objective: The student will select one segment of the field of art; develop an appropriate and quality portfolio of twenty or more works of art; present the portfolio to the proper authority for his or her comments. A transcribed tape recording of these comments--plus the students own feeling, and possibly the comments of the TAGS teacher and alter teacher will serve as measures of student success.

Learner Outcome: The student will become more familiar with various media; strengthen his or her own creativity; experience moments of true aesthetic pleasure; and receive help in decision-making concerning the student's choice of vocations.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student should be in Art I (or above) and truly interested in some phase of art as a vocation. 2. The student should be willing to spend some (or much) extra time at practice and under conditions where deep concentration is possible--usually after school or at home. 3. Art I includes various exercises and experiments in drawing with several different media, relief print making in many different materials, and collages and paintings in water color and acrylics, and several combinations and experimental techniques in all three. The student should be willing to go "above and beyond" regular classroom assignments.	Troy Greenhill Amando Hernandez Servando Hinojosa Counselors at both secondary schools Any local businessman who helps professor of art at any college or university Any local teacher or citizen with art teaching or commercial art credentials

Title: Portfolio of Two-Dimensional Art Work

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Out of the thousands of techniques possible, the student should find several which especially appeal to him, and, in a concerted effort, explore at length each of them. The student should not expect perfection with each effort and should come to understand the thought "98% perspiration, 2% inspiration."	Visiting any business which uses advertising Visiting as many public and private art classes as possible A concentrated study of appropriate work or activities
5. The student should realize even before the final "judgements" whether or not he has enough ability, skill and ambition for the explored vocation. The final comments would be "icing on the cake."	A notebook collection of "samples," notes, snapshots and miscellany pertinent to the students interests
6. Each of the works chosen for the portfolio should be properly matted by the student himself. The portfolio itself should be designed and built by the student.	Traveling and visiting as many appropriate settings as possible (i.e., galleries, businesses, art classrooms, printing shops, newspapers, TV studios, etc.
7. The portfolio also can be a record of the student's creative growth.	

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T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art (Metals)

Grade Level: 10th, 11th, 12th

Title: Public Art - Sculpture

Suggested By: Amando Hernandez

Allotted Time: Six Weeks

Performance Objective: The student will design a larger than life-size metal sculpture, proceed to weld it together (could be done by metals student) using suitable and adequate type of metal, create a base if needed then display it in front of a public building (high school) as a permanent fixture. Approval by metals teacher and art teacher will determine evaluation.

Learner Outcome: (1) The student will become acquainted with the characteristics of metal and will utilize this knowledge to help design his/her work. (2) The student will learn about the various methods used by contemporary sculpture in rendering their welded creations.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Design a large sculpture (either objective or non-objective) with chosen metal suitable for the design, weld such sculpture and display at a chosen site. 2. Collect a variety of discarded metal parts, design a sculpture suggested by the collected parts, weld together accordingly and then display.	I. Human 1. Metals teacher at Alice High School 2. Any local welding shop in Alice II. Visuals Film: "Art from Found Materials" 16mm, 12 min., 1971, M-3289 Region II ESC Film: "Art from Scrap" 16mm, 9 min., 1955, M-1732 Region II ESC

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

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Title: Public Art - Sculpture

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	Film: "Introduction to Sculpture Methods" 16 mm, 18 min., 1968, M-2528 "Sculpture" Art in America, September-October, 1975 Available in Art Department, Alice High "Public Art" Art in America, January-February, 1974 Available in Art Department, Alice High

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T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 10th, 11th, 12th

Title: Ceramics - Wheel Throwing

Suggested By: Amando Hernandez

Allotted Time: Five Hours

Performance Objective: The student will utilize learned skills in ceramics and with the guidance of a skilled potter he will create various forms with clay. Approval by guidance teacher will be given the student when the finished object meets completion criteria.

Learner Outcome: (1) Student will develop "throwing" techniques on the potters wheel which will enable him to create more precision made objects quicker. (2) Student will learn to create symmetrical forms. (3) Student will realize the potential and endless ways to create forms with the aid of the potters wheel.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Shape a simple bowl on the potters wheel. Also trim the foot (base) of the bowl on potters wheel with help of trimming tools. 2. Form a vase with two or more cylindrical widths, any size or height. 3. Create a composite thrown form, such as a compote, which requires two or more symmetrical shapes that are combined together. 4. Create a ceramic sculpture which had its main form thrown on the potters wheel.	I. Human 1. Mr. Amando Hernandez, Teacher, Alice High School 2. Mr. William Wilhelmi, Artist Potter, Kaffie Gallery in Corpus Christi II. Visuals Film: "Clay" 16mm, 15 min., 1967, M-1348 Region II ESC Film: "The Potters Wheel" 16mm, 10 min., 1951, M-1355

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Alice, Texas

Alice Independent School District
County District No. 125-901

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Title: Ceramics - Wheel Throwing

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	III. Reading Materials Pottery Step by Step, 1976 McMillan Publishing Company Alice Public Library Ceramics - Techniques and Projects, 1975 Sunset Books Alice Public Library Ceramics Handbook, 1959 Arco Publishing Company Alice Public Library How to Make Pottery and Ceramics, 1964 Sunset Books Alice High School Art Department

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 10th, 11th, 12th

Title: Relief Collage Based on Theme Variations

Suggested By: Amando Hernandez

Allotted Time: Two Weeks

Performance Objective: The student will create bas-relief compositions (collages) based mostly on a theme and its variations by affixing discarded and other unwanted objects to a support (canvas, wood, masonite, etc.) Teacher approval will be based on student's understanding of the harmony among the new relationships.

Learner Outcome: (1) The student will gain a better understanding of the principles of art, including shape, form, color, texture, line, etc. (2) The student will learn about balance in art through the process of object arrangement. (3) The student will learn to achieve unity without monotony.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Create a collage based on a theme, such as music, kitchen, automobile, etc., by using old parts, gluing them to the support in a harmonious arrangement. Student will stain, paint, etc. 2. Create a glass collage by sandwiching in between objects which are flat leaves, petals, insects, etc. These may be overlapped to create depth. 3. Create an abstract collage using nails (driven into wooden support) which follow a pre-designed image. Nails of different size heads and lengths will be used in a challenging method by the student.	I. Visuals Film: "Discovering Texture" 16mm, 17 min., 1961, M-0877 Region II ESC "Art in Collage" 16mm, 11 min., 1970, M-2524 Region II ESC "Art from Found Material" 16mm, 12 min., 1971, M-3289 Region II ESC

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

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Title: Relief Collage Based on Theme Variations

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	II. Reading Materials Collage, Elizabeth Ashhurst, 1976 Collage - Personalities Concepts Techniques Harriet Janis and Rudi Blesh, 1961 Alice Public Library How to Make Collages, John Lynch, 1961 Alice Public Library Gloria Vanderbilt Book of Collage Gloria Vanderbilt, 1970 Alice Public Library New Ways in Collage Mary Jane Mayer and Mary Webb, 1973 Alice Public Library (Excellent)

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art

Grade Level: 10th, 11th, 12th

Title: Fragmentation as Sculpture

Suggested By: Amando Hernandez

Allotted Time: Five Hours

Performance Objective: The student will take a simple wooden object, such as a table tennis paddle, a staircase post, a wooden bowl, or even a wooden toy, then he/she will slice it and rearrange the parts so that they are interesting, harmoniously balanced and shaped in a three dimensional way as does a piece of sculpture. Peer acceptance, teacher approval and self-reliance may determine grade.

Learner Outcome: (1) The student will learn to see things in new relationships. (2) The student learns that not only must the object's pieces be planned esthetically, but the space between and around the pieces must also become part of the overall concept. (3) The student will get a better understanding about "Cubism" and become aware that sculpture can take many forms under the guise of contemporary art.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Slice a simple dowel stick (thicker ones preferred) rearrange the slices and glue them together so that the parts are in different relationships. 2. Follow the procedure above using a photograph, on a picture from a magazine. 3. Search at home, business establishments, even city dump for other objects which may challenge the imagination into creating unusual sculptural forms from ordinary items.	I. Human Mr. Herrera (Builders Trades) for advice on slicing (sawing) objects See managers of local lumber yards for scrap wooden pieces. II. Visuals Film: "Design" 16mm, 11 min., M-1377 Region II ESC

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Fragmentation as Sculpture

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	Film: "Torn Paper" 16mm, 5 min., 1954, M-1612 Region II ESC
	III. Reading Materials Any art books, art history books dealing with "Cubism," especially on Picasso, Braque, Gris, etc., also on the topic of "Constructivism"

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art (History, Mathematics)

Grade Level: 10th, 11th, 12th

Title: Devised Formulas by Artists in Search of the Ideal Proportions of the Human Body

Suggested By: Amando Hernandez

Allotted Time: _____

Performance Objective: With available library sources on the human body as a model for works of art by the various artists, the student will become knowledgeable of the many methods, formulas, and other devices employed by these artists in order to create the ideal proportions of the human body. Only when he compares these various formulas will he be able to analyze and formulate relationships.

Learner Outcome: (1) The student will discover the various ways that proportion in relation to the body has been attained by artists from the past to the present. (2) The student will learn about perspective in drawing the body. (3) The student will learn some historical information through his/her research. (4) The student will learn the use of mathematics as employed in attaining proportion formulas.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Employ Leonardo Da Vinci's formula on body proportion and construct a three dimensional sculpture using wire or other form, but flexible material, plastic, wood, etc. This construction might be in the style of a mobile, stabile or a fixed object. 2. Do some figure drawings, or paintings in various anatomical proportions based on the different theories formulated by artists of the past and the present. Write a brief analysis on each. 3. Create a clay sculpture employing a chosen formula for body proportions.	I. Human Local artist, drafting teachers, any person willing to model for life sketches II. Visuals Film: "Human Image" 16mm, 20 min., 1971, M-2945 Region II ESC Film: "Leonardo Da Vinci and His Art" 16mm, 13 min., 1957, M-1357 Region II ESC

Title: Devised Formulas by Artists in Search of the Ideal Proportions of the Human Body

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	Film: "Michelangelo" 16mm, 30 min., 1965, M-1728 Region II ESC See High School Biology Department for slides, transparencies, and films. III. Reading Materials Drafting Techniques for the Artist Alfred Faustle, 1972 Alice High School Library What is Modern Sculpture Robert Goldwater, 1969 Alice High School Library Read about Le Conbusier and his Modulor. Pictorial Anatomy of the Human Figure Frederic Taubes Alice Public Library

ENGLISH

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8th through 12th

Title: Genealogy - Tracing a Family Tree

Suggested By: Tonya Johannsen

Allotted Time: Six Weeks

Performance Objective: The student will write letters to members of three older generations of his/her family requesting information on family history, locate the family crest or shield, check alternate name spellings, and compile the findings in notebook form to be presented to the teacher for grading.

Learner Outcome: The student will utilize genealogical research techniques to trace his/her family history through at least three generations with his/her findings to be compiled into notebook form to be graded by the teacher.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Student will research the technique for tracing his/her family tree. 2. Using these techniques, the student will select either the maternal or paternal side of his/her family for research purposes. Interview the parent. 3. Locate the names and addresses of grandparents and any aunts or uncles. Write letters to these relatives requesting their birthdates, place of birth, age, marital status, number of children. Also, request any information they can provide as to addresses, etc., of other family members who can be helpful.	1. Searching for Your Ancestors; The How and Why of Genealogy Gilbert Harry Doane, 929.1, D6317 Alice Public Library 2. The Handy Book for Genealogists George B. Everton, 929.1, E9364h Alice Public Library 3. Family History for Fun and Profit Vincent L. Jones, 929.1, Jon Alice Public Library

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Genealogy - Tracing a Family Tree

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Locate the names and addresses of great grandparents and great aunts and great uncles. Write letters using the format described in number three.	4. Catalogue of Genealogical Materials Coastal Bend Genealogical Society February, 1975, R-929.3, Coa History Room of La Retama Public Library Genealogical Branch Library
5. Check with family members or in birth/death certificates for alternate spelling of last name.	
6. Check a book of heraldry for a family coat of arms.	
7. Compile all findings into notebook to be submitted to the teacher for a grade.	

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T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8th through 12th

Title: Science Fiction - A Look at the Past, Present, Future

Suggested By: Tonya Johannsen

Allotted Time: Four to Six weeks

Performance Objective: The student will read two science fiction novels and write an eight to ten page paper comparing the treatment of each novel of freedom, family, education, government, work and leisure time from a "utopian" versus "destructionistic" viewpoint. The work will be presented for grading in notebook form to the reader.

Learner Outcome: The student will write a literary contrast and comparison on two views of the future as presented through science fiction and display his/her findings in a graded notebook.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Read Childhood's End or another science fiction novel dealing with a utopian view of future civilization.	1. Childhood's End (Utopia) Arthur C. Clarke, Fic, C597c Alice High School Library
2. Read No Man's World or another science fiction novel that views the future as a "doomsday" situation, i.e., destruction looms inevitable.	2. No Man's World (Destruction) Martin Caudin, Fic, C133n Alice High School Library
3. Write a two page paper on the basic idealogy behind the utopian concept of civilization.	3. The Past Through Tomorrow Robert A. Heinlein, SC, H468p
4. Write an eight to ten page paper discussing how each of the two novels read, deals with the following elements: (a) individual freedom, (b) the family unit, (c) education, (d) government, (e) work, (f) leisure time	4. Eden Was No Garden Nigel Calder, 301.3, C146e

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Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Science Fiction - A Look at the Past, Present, Future

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Draw valid comparisons and contrasts and substantiate these with specific examples from both books.	5. The Beginning of the End Tim Lahaye, 236, L183b
6. Consider the two points of view presented in the science fiction books. Using the resources (#3-6), write a factual discussion supporting one point of view, either the utopian or doomsday, and explain what evidence leads you to believe this will happen in the future.	6. Future Shock Alvin Foffler, 301.24, T644f
7. Compile the assignments into notebook form and submit to the teacher for grading.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8th through 12th

Title: Public Opinion Survey

Suggested By: Tonya Johannsen

Allotted Time: Six Weeks

Performance Objective: The student will select a controversial topic, prepare a written questionnaire to be used in polling a cross section of the community, and compile the results of the poll into notebook form to be submitted to the teacher for grading.

Learner Outcome: The student will write an effective questionnaire, utilize basic communicative skills in information gathering, analyze and chart his/her findings and compile a notebook to be submitted to the teacher for grading.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select a topic of controversial nature and phrase it into question form. (Should minimum education competency tests be mandatory in the state of Texas?)	1. Community
2. Write a questionnaire to be used in polling the community.	2. Alter teacher
3. Poll a cross section of the community using written correspondence, interviews, and/or telephone conversations.	3. Newsweek, "Primer on Poll Taking" S. Salmans, January 5, 1976, pages 116-17
4. Chart pro and con arguments (graph, percentages, etc.)	4. Senior Scholastic, "Do Polls Have a Place in the Political Process?" February 10, 1976
5. Write a one to two page summary of both pro and con arguments.	

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Alice Independent School District
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Page 2 Cont.

Title: Public Opinion Survey

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
6. Formulate and write your own opinion. 7. Compile a notebook to be presented to the teacher for grading.	

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 9th through 12th

Title: A Great Family of Mythology

Suggested By: Tonya Johannsen

Allotted Time: Four to Six Weeks

Performance Objective: The student will write an eight to ten page paper on the history of the Royal House of Thebes and its importance in Greek mythology and literature; read a play by Sophocles dealing with this family; and write a three to four page paper discussing fate. These will be compiled into notebook form and submitted for teacher evaluation.

Learner Outcome: The student will utilize his knowledge of the Thebans, to analyze the role "fate" played in Greek Mythology as evidenced in a work by Sophocles.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Write a history (8-10 pages) of the Royal House of Thebes and its importance in Greek Mythology and literature. Include information or Cadmus, and his children, Oedysus, Antigone, and the Seven against Thebes. 2. Read a play by Sophcles. Choose either Oedipus Rex, Antigone, or Oedipus at Colonus. 3. Write a brief (3-4 pages) paper explaining how "fate" or "destiny" was the ruler of a particular character's life in the play chosen and read.	1. Mythology Edith Hamilton, 291, H217m Alice High School Library 2. Words from the Myths Isacc Asimov, 292, A832w Alice High School Library 3. Book of Myths Thomas Bullfinch, 292, B933b Alice High School Library

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Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: A Great Family of Mythology

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Place written work into a folder and hand in for teacher evaluation.	4. Greek Myths Olivia Coolidge, 292, C77rg Alice High School Library 5. The Complete Greek Drama (Works of Sophocle Euripides, Aeschylus) Whitney Jennings Oates, 822.08, 011c 6. Sophocles: A Collection of Critical Essays Thomas Marion Woodard, ed., 822.09, W881s

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8th through 12th

Title: Creative Writing - Anecdotes and Limericks

Suggested By: Tonya Johannsen

Allotted Time: Three Weeks

Performance Objective: The student will write three personal anecdotes, a one to two page report on the history of limericks, and six original limericks to be compiled into notebook form and submitted to the teacher for grading.

Learner Outcome: The student will utilize two new styles of humorous literary forms by creating original examples of these forms and displaying them in a graded notebook.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Read anecdotes from Reader's Digest and at least one other book. 2. Using the anecdotal form discovered through reading the examples above, write three anecdotes based on personal experiences. 3. Write a brief (1-2 page) report discussing the evolution of the limerick as a literary form. Include information on Thomas Fleet, Elizabeth Vergoose, and Edward Lear and their influences and contributions to the limerick. 4. Using the three limerick forms, write two nonsense limericks, two geographic limericks, and two rhyming but different first and last line limericks.	1. Laugh Day; A New Treasury of Over 1000 Humorous Stories and Anecdotes Bennett Cerf, 817.08, C4144La Alice Public Library 2. Thesaurus of Anecdotes Maybank Fuller, ed., 808.8, F9657 Alice Public Library 3. For Instance... Donald T. Kaufman, 808.88, K211 Alice Public Library

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Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Creative Writing - Anecdotes and Limericks

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Compile a notebook consisting of three personal anecdotes, report on history of limericks, and six original limericks to be presented to the teacher for a grade.	4. Reader's Digest, "Personal Glimpses" 5. The Limerick Book Miriam Troop Grosset & Dunlap, New York 6. Laughable Limericks Sara Brewton, comp., J, 821.08, B84871 Alice Public Library 7. Literary Terms, "Limericks" Karl Beckson, R, 803, Bec Alice Public Library 8. A book of Nonsense, 1846 Edward Lear 9. Songs for the Nursery or Mother Goose Melodies for Children, 1719 Thomas Fleet Boston

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 9

Title: The How of Parliamentary Procedure (A Group Unit)

Suggested By: Clema Marmolejo

Allotted Time: 2 - 3 Weeks

Performance Objective: The students will learn the process of simple parliamentary procedure through a step-by-step skill practice session method. An oral practice presentation of a mock meeting will be used for evaluation by the teacher.

Learner Outcome: The students will be able to carry on a mock meeting using correct parliamentary procedure methods.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Read and discuss: Roberts Rules of Order The How of Parliamentary Procedure, K. L. Russell	1. Robert's Rules of Order
2. Attend a "Step-by-Step Presentation of Parliamentary Procedure" conducted by a resource speaker.	2. The How of Parliamentary Procedure (a pamplet) K. L. Russell
3. Conduct step-by-step practice sessions. (Give each student the opportunity of "Chairing" the meeting as well as taking active part as a member.)	3. Resource person: Neida Estringel
4. Write a dramatization of the "do's & don'ts" of parliamentary procedure and present to the class.	4. Parliamentary Procedure for Beginners: Part FS-1599 Curriculum Resource Center
5. Conduct an oral presentation of a mock meeting.	How to Conduct a Meeting 16mm, M-2703 ESC - Region II

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8-9

Title: Modification in Grammar

Suggested By: Cleme Marmolejo

Allotted Time: 1 - 2 Weeks

Performance Objective: Serving as "Assistant Teacher", the student will plan a lesson on Adjective and Adverb modification which he will teach to the class.

Learner Outcome: The student will utilize his knowledge concerning adjective and adverb modification as evidenced by his lesson presentation and a quiz of the class.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study grammar text chapters on the uses of adjectives and adverbs or modifiers. Begin with the one word modification and follow with the phrase and clause. 2. Prepare 2 lessons (one on each of the two parts of speech) and present to class. 3. Prepare a short quiz; pick up papers and grade. 4. Discuss test findings with class.	1. Textbook on grammar 2. A Variety of workbooks supplied by the teacher 3. Adverb Clauses and Complex Sentences FS-531 Adjective Clauses and Relative Pronouns FS-532 Adjective FS-1157 Adverb FS-1159 Phrases and Clauses FS-1161 Curriculum Resource Center

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8-9

Title: Indian Legends and Cultural Awareness

Suggested By: Cleme Marmolejo

Allotted Time: 3 Weeks

Performance Objective: A 4-student panel will each read not less than 10 Indian legends (Aztec, Maya, Inca, Toltecs are suggested.) Each student will share one of the legends with the class in a 3-5 minute talk. To culminate this study, each student will create a legend based on his own cultural background which he will submit to the teacher for grading.

Learner Outcome: The student will learn about legends in a literary form and will ultimately be led to a deeper appreciation and awareness of his own culture.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will read not less than 10 Indian legends. 2. The student will choose one legend to report on as part of a panel. 3. Create a legend based on his own cultural background.	1. American Indians Legends K-58 - Curriculum Resource Center American Indian Myths K-191- Curriculum Resource Center 2. Indian Creation Stories, Julia M. Seton J - 970.6, S4958 - Alice Public Library Americans Before Columbus, Elizabeth Hesley Baity J - 970.1, B1647 - Alice Public Library The Rainbow Book of American Folk Tales & Legends Maria Leach J - 398.1, Lea - Alice Public Library Daughters of the Earth, Carolyn Niethammer 970, Nie - Alice Public Library

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Page 2 Cont.

Title Indian Legends and Cultural Awareness

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	The Riddle of the Pyramids, Kurt Mendelssohn 932.01, Men - Alice Public Library Treasury of American Indian Tales, T.N. Ressler 398.2, Res - Alice Public Library Fireside Book of North American Indian Folktales 398.2, MacF - Alice Public Library
	3. Faculty members (Information of the Mayas) Mrs. Nita Hornbeck Mrs. Alice O'Neil Mrs. Cleme Marmolejo

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 8-9

Title: Dialect - Slang Dictionary

Suggested By: Cleme Marmolejo

Allotted Time: 2 - 3 Weeks

Performance Objective: The student will write a small dictionary of dialect and slang consisting of 5[illegible] words in alphabetical order. Label each word "dialect" or "slang"; define; name its part of speech, and use each word in a sentence. Evaluation will consist of the finished dictionary.

Learner Outcome: The student will understand the differences between "dialect" and "slang" by writing the definitions, labeling, and using each of the 50 words in his dictionary correctly.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Compile a list of 50 words of a dialect and/or slang form.	1. Classroom dictionary.
2. Alphabetize the 50 words.	2. Thesaurus.
3. Label each word according to its type.	3. Other students.
4. Label each word's part of speech.	4. Alter teacher.
5. Define each word.	
6. Write a sentence using each word.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: 9

Title: The Novel - The Movie (A Literary Criticism)

Suggested By: Cleme Marmolejo

Allotted Time: _____

Performance Objective: The student will write a literary criticism based on comparing of the reading of a novel to the viewing of its movie version. The written criticism will be used for evaluation by the teacher.

Learner Outcome: The student will understand the techniques and problems faced by the producer when editing and filming a novel.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. To Kill a Mocking Bird	1. Novel of your choice
2. Jaws	2. Movie of your choice.
3. One Flew Over the Cuckoos' Nest	3. Teaching the Novel (Literary Heritage) Margaret Ryan (A Macmillan paperback)
4. Wuthering Heights	4. The American Movie, W. K. Everson 791.43, E93a - Alice High School Library
5. The Deep	5. Magazine articles (Reader's Guide)
6. Lost Horizons	

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Page 2 Cont.

Title The Novel - The Movie (A Literary Criticism)

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Explain the effects of film media on your understanding of: a. plot b. setting c. characterization d. mood e. imagery	
2. Name the advantages and disadvantages of reading and overviewing a piece of literature such as the novel.	
3. Name techniques used by the moviemaker which help the viewer understand ideas which the writer could not have used and vice versa.	
4. Find obvious differences in the book's movie version.	
5. How does the movie producer cope with the problem of "punctuation" found in the novel?	
6. What changes would you have made, if you had been the producer of the movie version of the novel of your choice?	

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Language Arts

Grade Level: 9th through 12th

Title: Developing Ability to Use Reference Materials

Suggested By: Nita Hornbeck

Allotted Time: Six Weeks

Performance Objective: Student will learn to use reference materials as measured by work sheets and a posttest over materials to be found in readers' guides, dictionaries, biographical reference books, almanacs and yearbooks, atlases and gazetters, word and synonym books, quotation references, critical reviews, college information, and career and employment guides.

Learner Outcome: Student will be aware of reference material available to him/her and be knowledgeable in use of materials for advanced studies and research. Student might use reference sources to investigate a subject that might be used as a project for the program at the end of the school year.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study list of reference material available in high school library which will be used for this project (one session).	1. List available from alter teacher or librarians.
2. Make notes on transparencies which introduce reference materials. Look over work sheets on each type of reference (one session).	2. Transparencies, work sheets, and posttests on each reference source are available from alter teacher. Materials are from Using Reference Materials, Visual Materials, Inc. Redwood City, California.
3. Complete work sheet on using readers' guides for finding current information; take posttest (one session).	3. Work sheet and The Abridged Readers' Guide to Periodical Literature

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Title: Developing Ability to Use Reference Materials

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Complete work sheet on using the dictionary for reference (one session).	4. Work sheet 4. Oxford English Dictionary, Webster's Third New International Dictionary of the English Language, Funk and Wagnall's New Standard Dictionary, The American Heritage Dictionary, The American College Dictionary
5. Complete work sheet on using biographical reference books (two sessions).	5. Work sheet 5. Webster's Biographical Dictionary, Dictionary of American Biography, Who Was Who, Who Was Who in America, Current Biography, plus special classes of biographies, i.e., authors
6. Complete work sheet, using almanacs and yearbooks (one session).	6. Work sheet 6. Information Please Almanac, Official Associated Press Almanac, South American Handbook, Statesman's Yearbook, World Almanac and Book of Facts, Texas Almanac, and annual supplements to the encyclopedias
7. Complete work sheet, using atlases and gazetteers (one session).	7. Work sheet 7. Historical Atlas of the United States, Historical Atlas, Columbia-Lippincott Gazetteer of the World, Webster Geographical Dictionary, Goode's World Atlas, Recent History Atlas: 1870 to the Present Day

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 3 Cont.

Title: Developing Ability to Use Reference Materials

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
8. Complete work sheet on using reference books that deal with words and language (one session).	8. Work sheet 8. Funk and Wagnalls Standard Handbook of Synonyms, Antonyms, and Prepositions; Roget's International Thesaurus; Miss Thistlebottom's Hobgoblins; Current American Usage; Dictionary of Modern English Usage; The New York Times Everyday Reader's Dictionary of Misunderstood, Misused, Mispronounced Words; A Dictionary of Slang and Unconventional English; Dictionary of Foreign Phrases in Current English; American Heritage School Dictionary (word origins); Thesaurus of English Words and Phrases; Dictionary of Word Origins; New Rhyming Dictionary and Poet's Handbook, Wood's Rhyming Dictionary
9. Complete work sheet on using reference books of quotations (one session).	9. Work sheets 9. Bartlett's Familiar Quotations (chronological order); Hoyt's New Cyclopedia of Practical Quotations; Familiar Quotations; Stevenson's The Home Book of Quotations (order of subject); Home Book of Proverbs, Maxims, and Familiar Phrases; Dictionary of Phrase and Fable
10. Complete work sheet to learn about reference works dealing with book reviews and literary criticism (skip question two) (one session).	10. Work sheet 10. Masterplots (must get this from librarian), Readers Encyclopedia of World Literature, Cambridge History of American Literature, A Library of Literary Criticism, Modern American Literature, Contemporary Literary Criticism, The Library of Literary Criticism

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Alice, Texas

Alice Independent School District
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Page 4 Cont.

Title: Developing Ability to Use Reference Materials

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	of English and American Authors, A Library of Literary Criticism, Modern British Literature
11. Complete work sheet to learn about college information sources and write a one page report on the college that you plan to attend or that you find most interesting (two or three sessions). Some material in counselor's office.	11. Work sheet 11. The New American Guide to Colleges, American Universities and Colleges, Comparative Guide to American Colleges, International Handbook of Universities, Lovejoy's Complete Guide to American Colleges and Universities
12. Complete work sheet to learn about career and employment reference sources. A few references can be found in library, but more material will be found in the counselor's office. After finishing work sheet, write a two page report on the career you plan to go into in the future.	12. Work sheet 12. Occupational Outlook Handbook, The National Directory of Employment Services, College Placement Annual, cross-indexed career cards in counselor's office, career cards in counselor's office
13. Review reference materials, going over work sheets and investigating any reference material you did not have time for during previous sessions (one session).	
14. Take posttest over material. Write a one or two page criticism of this project (one session).	14. Discuss successes and failures of this project with alter teacher.
15. Might use reference sources to investigate a subject of special interest to student (i.e. cultural heritage with customs, festivals, traditions, foods, agriculture, names, careers, sayings, etc.) that could be used as a project for the Open House at the end of the year.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Language Arts

Grade Level: 10th through 12th

Title: Writing a Composition

Suggested By: Nita Hornbeck

Allotted Time: Nine Weeks

Performance Objective: Student will write a well planned, well organized composition to be delivered orally on the TAGS TV show.

Learner Outcome: Student will learn steps to follow in writing a well organized composition for UIL composition or for a TV speech.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study the following types of paragraph writing: a. Topic sentence paragraph b. Paragraph of examples c. Comparison or contrast paragraph d. Cause/Effect paragraph e. Effect/Cause paragraph	1. Material available from alter teache. (1, 3)
2. Write five paragraphs with one illustrating each of the above types of paragraphs (three weeks for steps one and two).	2. List of possible subjects available from alter teacher.
3. Watch filmstrip on overall view of writing compositions. Pick a subject that would be of interest to other students for a five page composition and compile a "jot list" as indicated in filmstrip (two sessions) (2, 3).	3. Five Steps in Writing a Composition (2, 3) FS 808-23 AHS Audio Visual Catalog

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Watch filmstrip on outlining techniques. Form "jot list" into a formal outline, using four or five main topics (one session).	4. Outlining a Written Composition FS 808-24 Alice High School Audio Visual Catalog Turn outline in to alter teacher for grade and suggestions. (1)
5. Discuss outline with alter teacher. Watch filmstrip on writing a complete composition. Write a rough draft (one week).	5. Discussion with alter teacher (1) The Three Parts of a Written Composition (2, 3) FS 808-25 Alice High School Audio Visual Catalog Bring rough draft to alter teacher for criticism.
6. Watch filmstrips on each part of the composition. Revise rough draft (one week). Hand in second draft for grading and correcting.	6. Writing an Introduction FS 808-26 Writing the Body FS 808-27 Writing a Conclusion FS 808-28 Using Transitions FS 808-30 Other Tools: Thesaurus, Dictionary, Spelling List (3)

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 3 Cont.

Title: Writing a Composition

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
7. Discuss changes and corrections with alter teacher (one session). Write final draft (two sessions). Turn in for grading.	7. Alter teacher (1)
8. Prepare composition as a speech to be delivered on TV during the weekly TAGS show (one week). Plan and make visual aids to support and emphasize topic (one week).	8. Dottie Keetch, Manager Alice Independent School District TV Studio (1, 2) Posters (2)
9. Present talk with visual aids on TAGS TV Show	9. TAGS TV Show (1, 2)

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Language Arts (Expanded to Music, Science, Art, Dancing, Set Design, etc.) Grade Level: 10th through 12th

Title: Writing Basic Play of Early Alice to be Used in Annual Pageant Suggested By: Nita Hornbeck

Allotted Time: One Quarter

Performance Objective: The student(s) will research personal lives, community activities, superstitions, etc. of three Alice families of the middle 1800's and will write a play reflecting Alice of that period.

Learner Outcome: Play will be used as a basis for an annual pageant to be presented during Fiesta Bandana.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Talk with W. W. Farrar and get a copy of his outline of project ideas (one or two sessions).	1. W. W. Farrar, Curriculum Director (1) 1. Goals and objectives sheet for project
2. Contact alter teacher for suggested sources for research (four sessions).	2. Alter teacher (1) 2. Materials gathered and recorded by Hornbeck's English II class in 1975-76
3. Read similar material collected for other places (two weeks).	3. Foxfire Books, English Department 3. Tapes on Corpus Christi Pageant, A&I Library
4. Select families to be used as major characters in play. Try to select families that represent various cultural heritages (i.e. German, Mexican American, English, etc.) (two weeks).	4. Interviews with local people whose families lived in Alice during 1800's 4. Master's thesis on history of Alice by Nena Pollard

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Writing Basic Play of Early Alice to be Used in Annual Pageant

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Research families: a. Personal lives b. Community activities c. Occupations (tanners, doctors, blacksmiths, etc.) d. Homelife (churns, treadle sewing machines, etc.) e. Home remedies f. History of area Make notes, write outline of plot.	5. Above sources 5. Family members that may have records, pictures, diaries, stories, etc. 5. Alter teacher
6. Write play, music, science, dancing, etc., of period which could be additional projects.	6. Close supervision by alter teacher

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English

Grade Level: Secondary

Title: Book Review for TV and Presentation to English Classes

Suggested By: Nita Hornbeck

Allotted Time: Approximately Three Weeks

Performance Objective: Student will read a novel, write paper on author's ability and purpose, plot structure, characterization, author's unique style, and personal criticism, and make posters, slides, music, etc., to go with oral presentation of review.

Learner Outcome: Student will present book report over AISD TV to introduce students in regular English classes (and others) to written and oral book reporting.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select novel.	1. Library lists for classroom book reports (on file in library) 1. Consultation between student and alter teacher
2. Find material on author, write paragraph on author's abilities, recognitions, and purpose.	2. Biographical dictionaries in library (listed on project on "Developing Ability to Use Reference Materials")
3. Read and outline novel: a. Theme, setting, and plot structure b. Characterization of main character	3. Reference books on literary criticism (See source for 2.)

Title: Book Review for TV and Presentation to English Classes

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
c. Author's style d. Personal reaction	
4. Write a two to three page book review, allowing one paragraph for each main topic (authors, plot, main character, author's style, personal reaction).	4. Outline of writing a book review (available from alter teacher) 4. Paper graded and corrected by alter teacher; consultation to discuss changes
5. Make posters, slides, recordings, movies, etc., to go with each part of presentation.	5. Consultations with alter teacher, art teacher, etc. 5. Posters from past book presentations (available from alter teacher)
6. Present book review on television under direction of Dottie Keetch, Director.	6. Dottie Keetch, TV Studio, Director, for supervision and suggestions before presentation on Campus

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Language Arts

Grade Level: 10th through 12th

Title: Vocational Vocabulary

Suggested By: Nita Hornbeck

Allotted Time: Approximately Three Weeks

Performance Objective: Student will interview vocational teachers and will compile a vocabulary list of technical words used in vocational programs.

Learner Outcome: Word lists with definitions will be made available to vocational students and to language arts teachers for classroom teaching and reference.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Interview Al Schneider, Vocational Director, for detailed assignment.	1. Al Schneider, Vocational Director
2. Identify vocational sub-departments.	2. Major departments: Auto Mechanics Building Trades Cosmetology Distributive Education Drafting General Metals HERO Homemaking ICT TAHOS VOE

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Alice Independent School District
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Page 2 Cont.

Title: Vocational Vocabulary

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
3. Contact vocational department heads for lists of words or for sources for words.	3. Vocational department words 3. Printed brochures or text books 3. List of words submitted to alter teacher
4. Identify and record vocational meanings of terms.	4. Vocational teachers, vocational dictionaries, textbooks, etc.
5. List terms with definitions in alphabetical order by class titles.	
6. Obtain verification of definitions.	6. Teachers of vocational subjects and alter teacher
7. Submit list of words and definitions to VOE to be typed and put on stencil.	7. Jean Kreston VOE Department (has agreed to do this if given plenty of time)
8. Contact teachers for number of copies needed.	
9. Distribute words and definitions to vocational teachers and language arts teachers. Note: Project could be extended to math, science, music, etc.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Language Arts/Creative Writing

Grade Level: 10th through 12th

Title: Writing a Short Story

Suggested By: Nita Hornbeck

Allotted Time: Approximately One Quarter

Performance Objective: Upon completion of the quarter study, the student(s) will demonstrate a knowledge of short story writing techniques, use of steps in the creative writing process, and ability to write an original short story; knowledge will be measured by notes taken, analysis written of several stories, and the writing of an original short story.

Learner Outcome: Student will write an original short story worthy to be submitted for publication.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Watch and make notes on transparencies on elements of fiction: character, plot, setting, point of view, interrelationship of elements (one session).	1. Elements of Fiction T 808.3-1 through 808.3-15 Alice High School Audio Visual Catalog (2)
2. Watch and take notes on filmstrips and records on the development of the short story. Note unique characteristics of style; character development; classic, romantic, or realistic characteristics of each short story; author and his/her characteristics (two sessions).	2. Development of the American Short Story (beginning through modern) K 813-1 through 813-10 (2, 3) 2. List of classical, romantic, and realistic characteristics in creative writing, given by alter teacher (1, 3)
3. Read five stories from the above filmstrips that illustrate different styles of writing. Write a two page analysis of two of the stories (two weeks).	3. Outline for short story analysis to be provided by alter teacher (1)

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Alice Independent School District
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Page 2 Cont.

Title: Writing a Short Story

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Watch films of the story and analysis of either "Bartleby" by Melville or "The Lady or the Tiger" by Stockton. Write a two page analysis of the story chosen (one week).	4. "Bartleby" Story: M-3363, Analysis: M-3364 "Lady or the Tiger" Story: M-3361, Analysis: M-3362 Region II ESC, Corpus Christi (2)
5. Write paragraphs following ideas and visual aids in Eye-Openers Creative Writing Portfolio: Teacher's Guide (two weeks).	5. Scholastic Magazine 902 Sylvan Avenue Englewood Cliffs, New Jersey 07632 (available from alter teacher)
6. Study rules for writing short stories (two sessions, one for oral discussion of material with alter teacher).	6. "Taboos in Composition" "Creating a Plot" "Rules for Writing Short Stories" (available from alter teacher) (3, 1)
7. Draw cards from "Pick Your Plot" game. If possible, have other students join you in putting setting card, plot card, theme card, main character card, and climactic moments card together into a short story to be acted out. Explain steps in creating story and then perform it before the rest of class or before other English classes (one week).	7. "Pick Your Plot" (available from alter teacher) (1, 2, 3)
8. Read material on the gothic form; follow parts for plot, given on page 11 to write your own gothic short story (one week).	8. Scholastic Voice Magazine (3) Vol. 61, No 13 8. List of adjectives from English Reference (3) Book (P.O. Box 3007, Alexandria, Virginia), pages 50-52

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 3 Cont.

Title: Writing a Short Story

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
9. Decide on skeletal structure for original short story. Write a one page paragraph creating each of the following (five paragraphs in all): setting, main character, general plot, climactic moment, underlying theme (two weeks, each paragraph handed in to alter teacher as it is completed).	9. Discussion of plagerism with alter teacher (1, 3)
10. Write first draft of original short story (two sessions).	10. Refer to materials studied in step six. (1)
11. Revise story under supervision of alter teacher (two sessions).	11. Conferences with alter teacher
12. Submit final draft of original short story for publication.	12. Scholastic Writing Awards 50 West 44th Street New York, N.Y. 10036 Fragments Time Education Program The Weekly News Magazine Rockefeller Center New York, N. Y. 10020 In Box Contest Scholastic Voice 50 West 44th Street New York, N.Y. 10036 The Alice High School Paper Journalism Department

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Language Arts/Creative Writing

Grade Level: 10th through 12th

Title: Writing a Children's Book

Suggested By: Nita Hornbeck

Allotted Time: About Six Weeks

Performance Objective: Student will become familiar with characteristics of children's books through reading books written by others and planning and writing an original children's book.

Learner Outcome: Student will write and illustrate a children's book to be submitted for publication. Pretesting for ability: Torrance Test of Creativity. Discussion of results with TAGS teacher.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Look through children's books at the Public Library, paying attention to characters created, language used, illustrations, themes, settings, (two to three weeks).	1. Suggested Reading: The Hobbit, by J. R. Tolkien Dr. Seuss books Caldecott Award books Newberry Award books Dr. Doolittle books, by Hugh Lofting Watership Down, by Richard Adams Circle of Light (set)
2. Create major emphasis of book: a main character, setting, and underlying theme.	1. Report to alter teachers on reading (3) 2. Discuss with alter teacher

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Writing a Children's Book

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
3. Draw a picture of the main character and write a character sketch, using language that a child can understand.	
4. Decide on book audience will appeal to and on length of book.	
5. Write a general outline of the plot, concentrating on logical action, (beginning situation, one main crisis, conclusion) an original character, and meaningful theme.	
6. Plan illustrations to go with story and fit with the plot structure (about one illustration for each page of writing).	6. Discuss with alter teacher
7. Study children's books to determine placement of illustrations; note bright colors, original design, and caricatures.	7. Children's books at Public Library
8. Write entire plot; revise until exact wording for story is complete; use illustrations to carry action forward.	8. Check with alter teacher
9. Match wording with illustrations; determine page size.	9. Paper for rough draft
10. Set up book pages; make final draft.	10. Dummy pages for first draft, pages for final draft
11. Draw rough draft of sketch for cover.	11. Supplies: paper pencil 11. Consultation with alter teacher for criticism of all work so far
12. Transfer cover sketch to material to be used on final cover.	12. Supplies: poster board, glue, crayons, markers, pencil

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Page 3 Cont.

Title: Writing a Children's Book

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
13. Make title page (see other books for ideas).	
14. Glue cover together; bind book inside cover.	14. Consultation with librarians; research into binding books
15. Submit book for publication	
Close, continuous consultation with alter teacher is advised.	

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DRAMA

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking, Literature, Drama, Art

Grade Level: Secondary

Title: Period Costuming

Suggested By: Don Howell

Allotted Time: Three weeks

Performance Objective: The student will select prototype costumes for a period play, story or novel from paintings of the period. The performance of this objective will be measured by activity 7.

Learner Outcome: The student will be able to use a primary source for design research.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select and read carefully for costume notes a period play, story or novel that interests you. 2. Determine the approximate decade of its period. 3. Identify a number of artists painting at that time. 4. Observe as many paintings and copies of paintings by these artists as you can. 5. Select and xerox and identify by picture and artist the particular costume for eacn cnaracter. 6. Sketch as nearly as possible how you think each design will look - do on a costume design sheet.	HUMAN - Texas A & I University - Kingsville Mrs. Pollard - Drama Department costumer David Deacon & Dr. Buchanan - Drama Dr. Scherpereel, Art Department San Antonio, Texas - The McNay Art Institute & Witte Memorial Museum VISUAL - Costume Design Worksheets & Filmstrip Series, Basic principles of Stage Costuming, Olesen, 1535 Ivar Avenue, Hollywood, Ca. 90028 art books, slides, and collections of paintings from libraries READING MATERIALS - Historic Costuming for the Stage by Lucy Barton, Walter H. Baker Co.

T.A.G.S.
Alice, Texas

Page 2 Cont.

Title Period Costuming

Alice Independent School District
County District No. 125-901

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
7. Prepare and present a slide or overhead showing of your costume plot to interested students. Explain your choices.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Literature, Drama, Psychology

Grade Level: Secondary

Title: Reflections in Readers Theater

Suggested By: Don Howell

Allotted Time: Six Weeks

Performance Objective: The student will prepare and present a Readers Theater production of a particular writers work that reflects a specific change in that writer's lifestyle. This objective will be measured by activity 6.

Learner Outcome: The student will become more aware of the interaction between an individual's life and creative work.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Choose a writer whose work and/or life you are familiar with and interested in. 2. Read as much as you can about that writer's life, trying to identify significant changes. 3. Select one particular change that you feel is both interesting and significant. 4. Read as much of the author's work as is realistically possible, choosing and noting instances that anticipate or reflect the lifestyle change.	HUMAN - Interviews with the writer, if living, and others who are or have been acquainted. VISUALS - Such films or filmstrips as may be available concerning the author. READING MATERIALS - Autobiography and biography, personal writings, essays, and critical essays.

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Title Reflections in Readers Theater

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Edit and assemble the materials into a script that reflects the before, during and after of the writers change in lifestyle. 6. Cast, rehearse and present your readers theater production to interested students and teachers.	

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FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: English, Drama, Art

Grade Level: All

Title: Metaphor

Suggested By: Don Howell

Allotted Time: Twelve to fifteen hours

Performance Objective: The student will present a scene from a play using inanimate objects as symbols of each of the characters after the manner of Japanese puppet theater, Joruri or Bunraku. This objective will be measured by activity 3.

Learner Outcome: The student will be able to abstract and project specific character traits in movement, voice and physical attitudes.

ACTIVITIES

1. Choose a scene with 2 to 4 clearly defined characters, for example, melodrama or comic strip characters.
2. Select objects to represent the characters and other students to serve as puppeteers.
3. Direct and present the scene to TAGS students. Afterwards, defend choice of symbols to group.

RESOURCE SUGGESTIONS
(1) Human (2) Visuals (3) Reading Materials

HUMAN - David Deacon, Drama Professor at Texas A & I University in Kingsville

VISUAL - Movie, Sayonara, starring Marlon Brando
Filmstrip, Classical Theater of Japan, Part II, Bunraku, Puppet Theater of Japan, Olesen, 1535 Ivar Avenue, Hollywood, Ca. 90028

READING MATERIALS - Genius of the Oriental Theater, pp. 343-349, A Mentor Book, New American Library (See Don Howell for copy.)

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Art, Music, Drama

Grade Level: Secondary

Title: Sound and Light

Suggested By: Don Howell

Allotted Time: Twelve to fifteen hours

Performance Objective: The student will interpret a favorite piece of music in light and color using a theater cyclorama, lighting instruments, color media and dimmers. The performance of this objective will be measured as detailed in activity 5.

Learner Outcome: The student will become aware of basic creative processes of hearing with the eyes and seeing with the ears.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select a piece of music with a minimum of two variations. 2. Plan the general color scheme and patterns of movement of light and color within the musical theme. 3. Ask one or two drama students familiar with the lighting equipment to work with you. 4. Work with each type of lighting instrument to achieve as side a variety of effects as possible. 5. Prepare and present your sound and light production to a group of interested students. Afterwards evaluate your experience for the students.	HUMAN - David Deacon and Ron Byrom, Texas A & I University in Kingsville VISUALS - Filmstrips: a. Introduction to Stage Lighting b. Stage Lighting Techniques c. Basic Special Effects Lighting Order from Olesen, 1535 Evar Avenue, Hollywood, Ca. 90028

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Alice, Texas

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Title Sound and Light

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	READING MATERIALS - The Olesen Catalog (See Don Howell for copy.) Syllabus of Stage Lighting, McCandless Stanley (See Don Howell for copy.) Essentials of Stage Lighting, Sellman, Hunton, Prentice Hall

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: History, Literature, Drama, Journalism

Grade Level: Secondary

Title: Historical Perspectives

Suggested By: Don Howell

Allotted Time: Three quarters

Performance Objective: The student will develop a script for a pageant based upon the history of the community from the early settlers to the present. This objective will be measured by activity 8 and activity 9.

Learner Outcome: The student will discover a greater sense of connectedness in his/her relationship to the community and be able to locate self in the overall historical continuum.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Prepare a general outline structure. 2. Research the county and community history as completely as possible. 3. Organize researched materials into historical time sequence. 4. Identify noteworthy changes, instances and moments. 5. Dramatize these moments as briefly but as interestingly as you can. 6. Create narration and tableau to cover or bridge between dramatized moments.	HUMAN - extensive, begin with Agnes Grimm and the County Historical Society VISUAL - old photographs READING MATERIALS - Llanas Mestenas, by Agnes Gri Past records of the Alice Daily-Echo and the Alice News.

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Alice, Texas

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Title Historical Perspectives

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
7. Combine scenes, narration and tableau to produce an overall rough draft of the script. 8. Consolidate, reduce and polish the rough script to get a clear, workable script. 9. Assign parts and have a group reading of your script.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 8-12

Title: Geometric Designs in Homes: Past, Present, Future

Suggested By: Thomasina Jamison

Allotted Time: Six to twelve weeks

Performance Objective: Trace the history of man's homes and show the various geometric models used. Evaluation will be based on completeness of research and originality shown in reporting results of research.

Learner Outcome: The student will see the correlation between shape and utility and the dependence of home construction on technology.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research the development of man's dwelling places.	1. Films: All Kinds of Houses, ESC Region II, M-2943 Building for Work and Play, ESC Region II, M-2949 All the Ways of Building, L. Lamprey, The MacMillan Company An Outline of World Architecture, Michael Raeburn, Crown Publishers, Inc. Architecture Through the Ages, Talbot Hamlin, G. P. Putnam's Sons

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Page 2 Cont.

Title Geometric Designs in Homes: Past, Present, Future

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
2. Discuss architectural forms with resource person.	2. Mr. B. K. Miller, Architect
3. Make report on findings. Report may take one of the following forms: a. Illustrated booklet (magazine pictures, etc.) b. Illustrated booklet (original drawings and sketches) c. Illustrated booklet (combine above sources) d. Set of scale model buildings e. Slide presentation f. Oral report with visuals	

MATHEMATICS

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 8-12

Title: Why Metric?

Suggested By: Thomasina Jamison

Allotted Time: Six weeks

Performance Objective: The student will research three systems of measure (e.g. Egyptian, English, Metric) and will make his/her own decision as to which system would be most useful to the United States. Evaluation will be based on completeness of research, supportive data for conclusion, and originality in presentation of the report.

Learner Outcome: The student will be knowledgeable of reasoning for legislated change in U. S. Standard of Measurement.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research each chosen measure system.	1. Alter Teacher
2. Note properties of each system.	2. Science Teacher
3. From above data, make comparison as to strengths and weaknesses of each system.	3. Industrial Arts Teacher
4. Form conclusion as to most useful system for the U.S. today.	4. Automobile Mechanic
5. Present report of findings and conclusions giving supportive data for each conclusion.	5. Machinist

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
6. Report may take one of the following forms: a. Illustrated booklet (pictures from magazines, newspapers, etc.) with paragraph explanation of each b. Charts with original drawings c. Written research paper d. Oral presentation with visuals	6. Film: Metric America, ESC Region II, M-3427 7. Film: Meter, Liter and Gram, ESC Region II, M-3424 8. Film: The Metric System, ESC Region II, M 3428 9. Vertical file of alter teacher 10. Pamphlets from National Bureau of Standards, Washingtion, D. C. 20234 11. Pamphlets from the National Council of Teachers of Mathematics, 1906 Association Drive, Restion, Va. 22091 12. The Story of Standards, John Perry, Funk and Wagnalls 13. Prepare Now for a Metric Future, Frank Donavan, Weybright and Talley 14. A Brief History of Measurement Systems, U.S. Department of Commerce, Special Publications, Washington, D. C. 20234 15. Mathematics in the Making, Lancelot Hogben, Doubleday and Company

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 8-12

Title: Area Maps - Scale Drawing

Suggested By: Thomasina Jamison

Allotted Time: Twelve weeks

Performance Objective: The student will design an area map which could be used by the Chamber of Commerce as reference by newcomers to that area. Map evaluation will be measured by legibility of the map, amount of area information given, and accuracy to scale.

Learner Outcome: The student will develop skill in reading and interpreting symbols, in developing a scale model and in utilizing civic information.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study Alice ISD Booklet, Road Maps, for information on data to be learned from a road map.	1. Road Maps, Alice Independent School District, 200 N. Reynolds, Alice, Texas 78332
2. Talk to city engineer about city planning, street layout, measuring, etc.	2. City engineer of your city, (In Alice, see Mr. Roel Valadez, City Manager.)
3. Study mechanics of scale drawing.	3. Drafting Techniques for the Artist, Chapter II, Alfred Faustle, Sterling Publishing Company
4. Discuss findings with resource person.	4. Mathematics teacher, Industrial Arts Teacher, Architect, Engineer

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Title Area Maps - Scale Drawing

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Study tour booklets, road maps, city maps, etc., for information to be included in your map.	5. Official maps secured from your state highway department or city Chamber of Commerce, travel guide booklets from Exxon, Texaco, etc.
6. Sketch map. Identify traffic arteries and feeder routes, a civic center (Playground, museum, city hall, etc.), a religious center, and an educational center.	6. Map of your city or area
7. Complete map giving legend and mileage scale.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 8-12

Title: Word Study

Suggested By: Thomasina Jamison

Allotted Time: Three weeks

Performance Objective: Using one word from the mathematics vocabulary the student will research its meaning and application in mathematics and non-mathematics and will compose an original paragraph, story, or rhyme using the word for topic. Evaluation will be based on completeness of research, originality of composition and upon presentation of report.

Learner Outcome: The student will: (1) increase personal vocabulary; (2) become aware of versatility of mathematics vocabulary; (3) recognize the possibility of creative writing in mathematics.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select word to be used. (Examples: square, set, root, property, denominator, closure, reciprocal, etc.)	1. Alter teacher, English teacher, TAGS teache
2. Use dictionaries to find: a. Mathematics definition and use b. Non-mathematics definition and use	2. Glossary for Mathematics Students, Ginn and Company Mathematics Illustrated Dictionary, Jeanne Bendick and Marcia Levin, McGraw-Hill
3. Write meaning in your own words.	3. Peer group
4. Find word on printed page of something other than textbook. Explain use in context.	4. Magazines, newspapers

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title Word Study

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Compose an original limerick, poem or short story with the given word as topic. 6. Complete report. Report may be written or oral with visuals.	5. English teacher, alter teacher, TAGS teacher

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 8-12

Title: Words: Math and Non-Math

Suggested By: Thomasina Jamison

Allotted Time: Three to six weeks

Performance Objective: The student will compile a dictionary having a minimum of twenty-five words from mathematics which are used in other areas. Evaluation will be based on completeness of activities listed below.

Learner Outcome: The student will see the many uses of mathematics vocabulary as it crosses inter-disciplinary lines.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Compile a list of at least twenty-five words from mathematics.	1. Alter teacher, English teacher, TAGS teacher, Art teacher
2. Alphabetize list.	2. Film: We Discover the Dictionary, Alice ISD Curriculum Resource Center, K-141
3. Give three definitions for each word: a. Mathematics meaning b. Non-mathematics meaning c. Your own words	3. Film: Mathematics Illustrated Dictionary, Jeanne Bendick and Marcia Levin, McGraw-Hill Classroom Dictionary Mathematics Dictionary, James and James, D. Van Nostrand and Company, Inc.

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Title Words: Math and Non-Math

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Give verbal or symbolic illustration for 3a and 3b. 5. Find a picture or make an original sketch of use for as many words as possible. 6. Combine materials into an attractive booklet for final report.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: Secondary

Title: Tic Tac Toe

Suggested By: Barbara McDonald

Allotted Time:

Performance Objective: Build models of different Tic Tac Toe games and write a paper on the strategies involved in winning the game.

Learner Outcome: Will be able to discuss the techniques involved in multi-level and on infinite plane Tic Tac Toe.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Build models of Tic Tac Toe with: a. two or more planes b. one infinite plane 2. Write up your findings of the strategies involved in the different games.	1. Game Theory Morton Davis (High School Library) 2. Algebra II Johnson, Foerster, Johnson

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: Secondary

Title: Challenging Problems

Suggested By: Barbara McDonald

Allotted Time:

Performance Objective: Solve problems that require greater reasoning, such as those used on the National Mathematics Examinations. Measurement will consist of problems and solutions with accompanying illustrations when applicable.

Learner Outcome: The student will increase his/her ability to reason and persevere through working more sophisticated problems.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
Compile a note book consisting of the problems with their solutions. Include illustrations when applicable. (The following list can be said to be representative of the type of problems one will encounter)	Alter teacher

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1. If the arithmetic mean of two numbers is 6 and their geometric mean is 10, then an equation with the given two numbers as roots is:

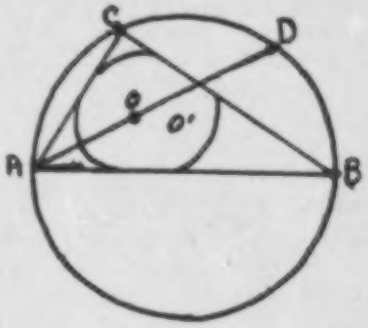
(A) $X^2 + 12x + 100 = 0$ (B) $X^2 + 6x + 100 = 0$
(C) $X^2 - 12x - 10 = 0$ (D) $X^2 - 12x + 100 = 0$
(E) $X^2 - 6x + 100 = 0$

2. Circle I is circumscribed about a given square and circle II is inscribed in the given square. If r is the ratio of the area of circle I that of circle II, then r equals:

(A) $\sqrt{2}$ (B) 2 (C) $\sqrt{3}$ (D) $2\sqrt{2}$ (E) $2\sqrt{3}$

3. Triangle ABC is inscribed in a circle with center O. A circle with center O is inscribed in triangle ABC. AO is drawn, and extended to intersect the larger circle at D. Then we must have:

(A) CD = BD = OD (B) AO = CO = OD
(C) CD = CO = BD (D) CD = OD = BD
(E) OB = OC = OD



(1966)

4. Let r be the speed in miles per hour at which a wheel, 11 feet in circumference, travels. If the time for a complete rotation of the wheel is shortened by $\frac{1}{6}$ of a second, the speed r is increased by 5 miles per hour. Then r is:
(A) 2 (B) 10 (C) $10\frac{1}{2}$ (D) 11 (E) 12
(1966)

5. The three-digit number $2a3$ is added to the number 326 to give the three-digit number 5b9. If 5b9 is divisible by 9, then a + b equals:
(A) 2 (B) 4 (C) 6 (D) 8 (E) 9
(1967)

6. Given $\frac{\log a}{p} = \frac{\log b}{q} = \frac{\log c}{r} = \log x$,
all logarithms to the same base and $x \neq 1$. If $\frac{b^2}{ac} = X^y$, then y is:
(A) $\frac{q^2}{ptr}$ (B) $\frac{ptr}{2q}$ (C) $2q - p - r$ (D) $2q - pr$
(E) $q^2 - pr$
(1967)

7. If $x^2 - 5x + 6 < 0$ and $P = x^2 + 5x + 6$ then
(A) P can take any real value (B) $20 < P < 30$
(C) $0 < P < 20$ (D) $P < 0$
(E) $P < 30$
(1967)

8. Let $D = a^2 + b^2 + c^2$, where a, b are consecutive integers and $c = ab$. Then $\sqrt{D}$ is:
(A) always an even integer
(B) sometimes an odd integer, sometimes not
(C) always an odd integer
(D) sometimes rational, sometimes not
(E) always irrational
(1967)

9. The real value of x such that 64^{x-1} divided by 4^{x-1} equals 256^{2x} is:
(A) $-\frac{2}{3}$ (B) $-\frac{1}{3}$ (C) 0 (D) $\frac{1}{4}$ (E) $\frac{3}{8}$
(1968)

10. Let n be the number of ways that 10 dollars can be changed into dimes and quarters, with at least one of each coin being used. Then n equals:
(A) 40 (B) 38 (C) 21 (D) 20 (E) 19
(1968)

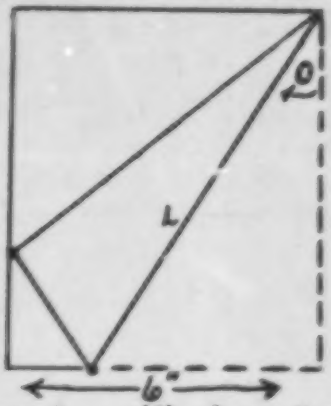
11. When x is added to both the numerator and denominator of the fraction $\frac{a}{b}$, $a \neq b$, $b \neq 0$, the value of the fraction is changed to $\frac{c}{d}$. Then x equals:
(A) $\frac{1}{c-d}$ (B) $\frac{ad-bc}{c-d}$ (C) $\frac{ad-bc}{c+d}$ (D) $\frac{bc-ad}{c-d}$ (E) $\frac{bc-ad}{c+d}$
(1969)

12. The area of the ring between two concentric circles is $12\frac{1}{2}\pi$ square inches. The length of a chord of the larger circle tangent to the smaller circle, in inches, is:
(A) $\frac{5}{\sqrt{\pi}}$ (B) 5 (C) $5\sqrt{2}$ (D) 10 (E) $10\sqrt{2}$
(1969)

13. If the points $(1, y_1)$ and $(-1, y_2)$ lie on the graph of $y = ax^2 + bx + c$, and $y_1 - y_2 = -6$ then b equals:
(A) -3 (B) 0 (C) 3 (D) $\sqrt{ac}$ (E) $\frac{a+c}{2}$
(1969)

14. Three times Dick's age plus Tom's age equals twice Harry's age. Double the cube of Harry's age is equal to three times the cube of Dick's age added to the cube of Tom's age. Their respective ages are relatively prime to each other. The sum of the squares of their ages is:
(A) 42 (B) 46 (C) 122 (D) 290 (E) 326
(1972)

15. A rectangular piece of paper 6 inches wide is folded as in the diagram so that one corner touches the opposite side. The length in inches of the crease



L in terms of angle θ is:

(A) $3 \sec^2 \theta \csc \theta$ (B) $6 \sin \theta \sec \theta$ (C) $3 \sec \theta \csc \theta$

(D) $6 \sec \theta \csc^2 \theta$ (E) None of these

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: High School

Title: Conic Sections

Suggested By: Barbara McDonald

Allotted Time: _____

Performance Objective: Study the conic sections and their applications. Produce reports including graphs and formula derivations and models depicting the curves.

Learner Outcome: The student will learn to understand the conic sections and their applications.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Write an original poem or paper on one or more of the curves.	1. Film: (ESC) Equations and Graphs of the Parabola M-1567 30 min.
2. Make models of the graphs of the equations some of the curves.	2. Film: (CRC) Geometry in Art FS-117
3. Make a notebook of the applications of one or more of the curves.	3. Mathematics and the Imagination Edward Kasner and James Newman (Public Lib)
4. Make a display of some model illustrating a curve (The Marble Ramp).	4. Experiments in Logic Peancy and Lewis (Math Office)

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title Conic Sections

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	5. Creating With Paper Pauline Johnson (High School Library) 6. The History of Mathematics Hy Ruchlis (High School Library)

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: High School

Title: Lady Luck

Suggested By: Barbara McDonald

Allotted Time: _____

Performance Objective: Study and conduct experiments in probability and statistics to be measured by reports and accompanying statistical information (charts/pictures)

Learner Outcome: The student will have a working knowledge of the probability and its role in a chosen field.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research Probability a. define your terms b. tell how probability can be used in the field you choose (gambling, etc.) 2. Set up experiments a. display (dice, cards, coins, marbles, etc.) b. charts of outcomes	1. Film: (ESC) Probability: An Introduction M-2803 (9 min.) 2. Mathematics and the Imagination Edward Kasner and James Newman (Public Lib.) 3. Experiments in Mathematics, Pearcy and Lewis (Math Office) 4. Mathematical Recreations, Maurice Kraitchik (High School) 5. Lady Luck, Warren Weaver (High School)

T.A.&G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title Lady Luck

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	6. Probabilities and Life, Emile Borel (High School) 7. Probability and Statistics, Stephen Willoughby (Math Office) 8. Algebra and Trigonometry Johnson·Lendsey·Slesnick; Bates (Math Office)

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T.A.G.3.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: High School

Title: Pascal's Triangle

Suggested By: Barbara McDonald

Allotted Time:

Performance Objective: Explore Pascal's triangle concerning its applications in arithmetic, geometry, algebra, and trigonometry. As measured by a written/oral report accompanied by a list of references.

Learner Outcome: The student will have an understanding of the application of Pascal's triangle in several fields of mathematics.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
I. Research and write a report on A. Blaise Pascal B. Pascal's Triangle 1. Arithmetic 2. Geometry 3. Algebra 4. Trigonometry C. Your discoveries with the triangle II. Give a talk on your findings at math club or in your math class.	1. Topics for Mathematics Clubs (Math Office) 2. Scientific American, Dec., 1966, pp. 128-31, March 1969, pp. 116-20. 3. Mathematical Discovery, G. Polya 4. Great Books of the Western World: Pascal (Vol. 33) (High School Library)

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: High School

Title: Geometric Solids

Suggested By: Barbara McDonald

Allotted Time: _____

Performance Objective: Study geometric solids by constructing models and investigating possible applications as measured by a written report accompanied by a display of models.

Learner Outcome: The student will have a more comprehensive knowledge of solids and will have a better insight into their uses.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research several solids. a. utilize research in a notebook b. illustrate with applications from everyday life 2. Make models of solids. 3. With use of model display show how surface areas and volumes can be derived. 4. Write an original poem or paper on a solid.	1. Film: (ESC) Surface Areas of Solids M-1417 (15 min.) 2. Film: (ESC) Volumes of Solids M-1414, M-1415 3. Experiments in Mathematics, Percy and Lewis (Math Office) 4. Creating with Paper, Pauline Johnson (High School) 5. The History of Mathematics, Hy Ruchlis (High School)

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: High School

Title: Stock Market

Suggested By: Barbara McDonald

Allotted Time: _____

Performance Objective: Study the stock market and learn to buy and sell stock by investing a hypothetical $1000, keeping weekly records along with a documented report.

Learner Outcome: The student will learn how the stock market works and will experience the fluctuations of investments.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research the stock market. a. explain the workings of the market b. define common terms used c. explain how to read the market page of the newspaper	1. Corpus Christi Caller
2. Visit a brokerage firm.	2. Wall Street Journal
3. Set up a portfolio to play the Stock Market Game.	3. A Primer For Profit in the Stock Market Harry Kahn, Jr. (Public Library)
	4. Invest Smartly, Morton Yarmon (Public Lib.)
	5. Investing Money, Ruth Brindze (High School Library)
	6. Understanding Stocks, Don G. Campbell (High School)

T.A.G.S.
Alice, Texas

Page 2 ____ Cont.

Title Stock Market

Alice Independent School District
County District No. 125-901

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	7. Stocks and Bonds, Rose and Donald Sobol (High School) 8. Understanding the Stock Market, Janet Low (High School) 9. The Stock Market Game, Fredrick S. Brown (Math Office) 10. Jim Dunn (Local brokerage agent)

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 10th through 12th

Title: The Computer

Suggested By: Dan Miller

Allotted Time: _____

Performance Objective: The student will study computer usage and write a program to inventory and keep student and teacher records of textbooks at the high school as measured by completion of activities below.

Learner Outcome: The student will develop an understanding of computer usage in a current situation and will provide a valuable service to the Alice High School.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Gather data related to textbook records needed.	1. Assistant Principal
2. Write computer program with the information.	2. Teacher trained in computer mathematics
3. The student will demonstrate his/her project to at least five high school mathematics classes.	3. Computer terminal or pocket card programmable calculator with a printer
	4. Research the voting habits of AISD educators in local, state and National political elections by interviews and surveys

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 10th through 12th

Title: Data and Analysis

Suggested By: Dan Miller

Allotted Time:

Performance Objective: The student will collect and analyze data of suggested activities and make a written report of each and make them available to interested persons.

Learner Outcome: The student will learn methods of collecting data and organizing the data in useful written form.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Gather information on performance of athletes in competition.	1. Athletic director and coaches
2. Profile of mathematics training of teacher involved in the formal instruction of mathematics in grades K-12 of Alice Independent School district.	2. Official scoring records
3. Tabulate cost of Health Insurance for AISD employees and calculate dollar value salary increase resulting from tax savings.	3. Video tapes
	4. Mathematics teacher
	5. Superintendent's Office
	6. AISD employees
	7. TSTA division of Research and Data Processing 1-800-252-9673

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 10th through 12th

Title: Mathematics Education

Suggested By: Dan Miller

Allotted Time: _____

Performance Objective: To research methods of teaching the four fundamental operations (addition, subtraction, multiplication and division) of mathematics as measured by a written report of interviews and a listing of resources available.

Learner Outcome: The student will experience the teaching of mathematics skills, e.g., multiplication through the twelves to five students of middle school level.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Self preparation procedure: a. Interview at least seven teachers b. Read Chapter Three of Why Johny Can't Add, Kline c. Consult a professor math education d. Select visual aids e. Investigate equipment and aids available at middle school 2. Identify five students with a deficiency in each of the four fundamental operations. 3. Provide instruction to twenty middle school students.	1. Teachers of each grade level, 1-7 2. Why Johny Can't Add: The Failure of the New Math, Kline 3. Teachers of special programs in the middle schools 4. Mathematics Education Department of Texas A&I University

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 10th through 12th

Title: Drafting and Models

Suggested By: Dan Miller

Allotted Time: _____

Performance Objective: To research the physical growth and development of the city of Alice and formulate that research into a product as determined by the completion of the activities.

Learner Outcome: The student will capture an appreciation of a portion of the history of Alice.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Sketch the growth of the city of Alice in chronological order from its beginnings to the present for each twenty-five year period.	1. City library and offices
2. Construct a model of the city of Alice from its earliest possible recorded history.	2. Senior citizens of Alice
	3. Drafting, art and mathematics teachers
	4. Architects

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Mathematics

Grade Level: 9th through 12th

Title: Number Sense

Suggested By: Dan Miller

Allotted Time: _____

Performance Objective: To develop a loose leaf note book, Activity #2 of Number Sense, tricks and ideas which need to be learned. Upon completion of one quarter's study and practice the student should complete the first twenty problems without error of the Number Sense testing instrument.

Learner Outcome: The student will become accurate and rapid with mental mathematical calculations and increase his/her chances for college scholarships.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Learn rules of number sense competition.	1. File of tests in math office of Alice High School
2. Practice taking the tests.	2. Number Sense Orientation Seminar at Texas A&I University
3. Add at least one idea per week to notebook.	3. Math teachers
4. Enter at least four number sense practice meets.	4. Math textbooks
	5. "Developing Number Sense" Bulletin from League Office

MUSIC

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 8th through 9th

Title: Uniforms: Beneficial or Detrimental to the Success of a Performing Group

Suggested By: Michael Freund

Allotted Time:

Performance Objective: The student(s) will research the usefulness and design of uniforms and will present pros and cons as to whether or not they benefit a performing group. Evaluation will be based on the research content and originality of presentation.

Learner Outcome: The student(s) will understand the purpose for having uniforms in a performing situation.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will choose one or more students to help research the subject; psychological effect, looks, prices, materials, etc. 2. The students will present the findings in one of the following ways: a. Debate between two or more students b. Oral report with visual aids c. Written reports	1. Music directors 2. Brochures from uniform manufacturer 3. Various uniforms 4. ASBDA Curriculum Guide

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 8th and 9th

Title: Recording Techniques

Suggested By: Michael Freund

Allotted Time:

Performance Objective: The student will practice the basic techniques of operating a tape recorder and placing microphones in proper positions to obtain a good quality recording of a junior high or high school band. The student will submit the tape to his/her supervisor for critique. Evaluation is determined on how "true" the tape sounds.

Learner Outcome: The student will acquire the skills necessary to set up and record public musical programs of reputable quality.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will participate in a lab situation on recording consisting of practical experience under supervision.	1. Thomas Young (recording technician) for Alice Bands
2. The student will experiment with microphone placement until he/she can get a "true" recording that is balanced and blended.	2. Alice High School recording equipment
3. The student will tape several performing ensembles in an attempt to achieve a good quality recording.	3. Selected Reading

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: High School

Title: Marching Band: Creating and Charting a Show

Suggested By: Michael Freund

Allotted Time:

Performance Objective: The student will create and chart a seven minute half-time show for a high school marching band, to be performed at a football game. The student will diagram this show on charts to be later evaluated by marching band personnel. The half-time show will be evaluated by audience reaction and originality of the creator.

Learner Outcome: The student will understand the problem involved in coordinating marching drills with measured music.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Students will study and observe basic marching maneuvers of the high school band.	1. Alter teacher and music supervisor or personnel in charge of the marching band
2. First week student will chart a 16-count drill.	2. Marching band films or videotapes (Alice High School Music Department)
3. Second week student will chart a 32-count drill.	3. Multiple Option Marching Band Techniques, Robert E. Foster
4. Third week student will chart a 64-count drill.	
5. Fourth week student will select music suitable for the theme of a show.	4. The Marching Band in Contemporary Music Education, James R. Wells
6. Fifth week student will fit each piece of music to each drill.	
7. Sixth week student will diagram the entire show on marching charts.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 8th through 12th

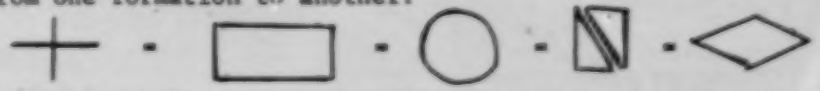
Title: The Correlation or Marching Band Drills and Geometric Designs

Suggested By: Michael Freund

Allotted Time: _____

Performance Objective: The student will research marching band formations, and compare them to the various geometric designs. The student will be able to diagram these designs on marching charts and explain how one design evolves from another. Evaluation will be based on originality of designs, and contents of report.

Learner Outcome: The student will understand the importance of mathematics (geometry) in relation to creative design in the field of music in relation to marching band.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will create his/her own marching band drills from the study of geometric designs such as circles, squares, rectangles, triangles, etc.	1. Alter Teacher
2. The student will then trace on charts the steps involved in evolving from one formation to another. 	2. Marching band director
3. The student will prepare a report explaining why geometric designs are important in constructing marching formations.	3. Marching band films and video tapes (Alice High Music Department)
	4. State-adopted geometry book

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 8th through 12th

Title: Musical Instruments: History of Instruments in Religious Services

Suggested By: Michael Freund

Allotted Time:

Performance Objective: The student will compile a report from research on various religions and texts stating how, when, and why instruments were used in religious services. The student will also take of those religions which prohibit use of instruments and why. Evaluation will be determined on validity of information given in report.

Learner Outcome: The student will gain an understanding of the evolution of musical instruments into church services and determine whether or not they are beneficial.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. The student will interview various music directors, ministers, and ministers of music on the subject.	1. Ministers of various religions, music directors, and ministers of music
2. The student will trace the history of instruments in the church to the present time and determine if they are beneficial to the service. (Why aren't instruments allowed in some churches, when playing one is often considered to be a God given talent?) Include the following periods: a. Medieval Period b. Renaissance Period c. Baroque Period d. Classical Period	2. Recordings of instrumental church music from Alice Public Library, or some church library. 3. Holy Bible 4. Musical Instruments Through the Ages Anthony Baines 5. History of Music Barnes and Noble

Title: Musical Instruments: History of Instruments in Religious Services

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
e. Romantic Period f. Contemporary Period 3. The student will report his/her findings in one of the following ways: a. Written report with charts b. Oral reports with visuals, charts, or recordings	6. Man and His Music Alec Harmon

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music Performance

Grade Level: Secondary

Title: Madrigal Music and Its Performance

Suggested By: Dean Kruckenburg

Allotted Time: One Quarter

Performance Objective: Select and perform madrigal music in accordance with accurate historical practices. Evaluation will be measured by performance adjudication.

Learner Outcome: The student will increase his/her knowledge of historical performance practices as demonstrated by a written report and performance of the selected madrigal (5).

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research musical development of the madrigal from seventeenth century to present and its social applications. 2. Choose one or more madrigal selections to perform: a. Choice should be dictated by availability of voices and/or instruments for performance. b. Final written report should include but not be limited to: (1) Performance alternatives in voicing, accompaniment and instrumental doublings. (2) Costumes appropriate to date and geographical origins of chosen music. (3) Original performance circumstances i.e., audience, performers, location.	(1) Alter teachers from Alice High School/Junior High music faculty (2) A Capella Singer Clough-Leighter, ed. E.C. Schirmer, pub. (2) Invitation to Madrigals, (Books 1-7) Thurston Dart, ed. Stainer & Bell, pub. (2) UIL prescribed music madrigals (3) Howard Dictionary of Music W. Apd.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
3. Suggested performance opportunities: a. UIL ensemble competition b. Student recital c. Civic organizations programs d. As musical portion of inter-disciplinary project concerning the 17th, 18th or 19th century e. AISD Educational Television	(3) Oxford Companions to Music Scholes (3) Grove's Dictionary E. Blom (3) Interpretation of Music Thurston Dart

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 10th through 12th

Title: Music Popular in Alice Throughout Its History

Suggested By: Dean Kruckenberg

Allotted Time: One or Two Quarters

Performance Objective: To identify music popular with citizens of Alice since its founding and to present these findings in conjunction with historical and cultural projects.

Learner Outcome: The student will demonstrate a knowledge of music popular throughout Alice's history by making a presentation which would include the playing of example recordings or the singing/playing of representative selections.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research historical collections of American Music. a. Make sample cassette recording of selection possibly heard in Alice to be played during rest home interviews for identification by senior citizens. b. Prepare for performance representation works. c. Prepare oral presentations which could include but not be limited to: (1) Origins of music (2) Details surrounding each selection's use and performance d. Relate each solution to any known events of significance which occured in Alice during the popularity of this music.	(1) Interview senior citizens in area rest homes. (1) Dr. Sauvageau, Texas A&I Foreign Language Department Personal Interview (2) Texas Songs Ed. Recording, T-0284 Region II Service Center (2) Folk Songs of America History M-1759 Region II ESC (2) Texas A&I Oral History Files History Department

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Music Popular in Alice Throughout Its History

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	(3) Alice High School Verticle File on Research Papers (3) Cowboy and Western Songs Fife American (3) Ballads and Folk Songs Lomax (3) Folksong USA Lomax (3) Barroom Ballads Shay (3) Fireside Book of Favorite American Songs Lloyd Boni (3) Rock Encyclopedia Roxon (3) Rock from the Beginning Cohn

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 10th through 12th

Title: Musical Acoustics: The Application of Physics to Music

Suggested By: Dean Kruckenburg

Allotted Time: Six Weeks

Performance Objective: To explore those elements of music that function according to the laws of physics, and to prepare a presentation to include working model showing these principles. The evaluation will be the success of the presentation.

Learner Outcome: The student will understand musical acoustics more fully as demonstrated by the successful operation and inclusion of the working model in the oral presentation.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research the properties of sound and prepare a written report and oral presentation which will include but not be limited to: a. Nature of sound and its transmission b. Hearing c. Tone Quality d. Musical Intervals and Temperament	(1) Interview local architects (1) Educational consultant for Bell Telephone (Has kits and films available.) (1) Alter teacher from Alice High School music and/or science departments (2) Equipment from the Alice High School science lab
2. Construct a working model to demonstrate a principle of accoustics and relate its working to music. Suggested principles are: a. Simple harmonic motions b. Longitudinal wave motions	(3) Acoustics-Wood, Collected Papers on Acoustics Sabine (3) The Dynamical Theory of Sound Haurb

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
c. Wave interference d. Pitch partiate e. Surrounded frequency of a chamber 3. Make oral presentation. a. Music class(es) b. Science class(es) c. AISD Educational TV Tape d. Civic music clubs and study groups	(3) Music, Sound and Sensation Winckel (3) Music, Physics and Engineering Olson (3) Science and Music Jeans (3) Musical Acoustics Culver

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 8th through 12th

Title: The Origin, Development and Use of Spirituals

Suggested By: Dean Kruckenberg

Allotted Time: One Quarter

Performance Objective: To research and prepare a presentation on religious songs called spirituals. Presentations should include playing/singing representative selections.* The success of the presentation and performance will serve as evaluation.

Learner Outcome: The student will have a deeper understanding of and heightened appreciation for spirituals as demonstrated by his/her presentation. The success of the presentation and performance will serve as evaluation.

*Either as student performance or with appropriate recordings.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research types of spirituals. Select representative selections from each type of song to either perform live, or to play recording of music accompanied by appropriate slides being shown simultaneously. 2. Prepare and give presentation which includes performance of selected music.	(1) Alter teacher from Alice High School/Junior High music faculty (3) Stephen Foster Songbook, Harvard Dictionary of Music Epil (3) Black Music: A Preliminary Register of the Composers and Their Work Kent State University Press (3) Oxford Companion to Music Scholes

T.A.G.S.
Alice, Texas

Alice Independent School District
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Page 2 Cont.

Title: The Origin, Development and Use of Spirituals

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	(3) White and Negro Spirituals Jackson (3) The Story of the Jubilee Singer Marsh (3) American Ballads and Folksongs Lommax (3) Folksong USA, Folk Songs in America's History M-1759, Lommax Recording Region II ESC

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Music

Grade Level: 9th through 12th

Title: Solo Music Performance (note: not applicable for students enrolled in applied Music Course)

Suggested By: Dean Kruckenberg

Allotted Time: One Quarter

Performance Objective: To demonstrate proficiency in tone production, technique, and interpretation through individual musical performance as measured by performance adjudication.

Learner Outcome: Increased musical skill as measured by performance evaluation in adjucator comments and as experienced in heightened esthetic reward.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select appropriate solo along with performance opportunity. 2. Rehearse and perform solo (provisions should be made for performance evaluation). 3. Suggested Performance Possibilities and Requisite Time Frames a. Civic club--any quarter b. University Interscholastic League Solo Competition--second quarter c. Student recitals--any quarter d. Texas Music Educators Association completion for District Region Union--first quarter Area/State--second quarter e. Church services--any quarter	(1) Alter teacher from Alice High School/Junior High music faculty (2) TMEA* audition/performance repertoire (2) UIL prescribed music list (2) Appropriate solo from and for church use (2) Recordings of TMEA* Repertoire from Region X Educational Service Center (3) Foundations in Singing Van Christy (3) Functional Lessons in Singing Trusler and Ehret * TMEA = Texas Music Educators Association

SCIENCE

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Physical Science

Grade Level: 9th

Title: Scientific Technology

Suggested By: Braulio Eugles

Allotted Time: Six Weeks

Performance Objective: At the end of six weeks the student will be able to list five industries that help us live longer and more comfortably but at the same time produce a number of serious problems for the existence of mankind, in a twenty minute oral discussion with other classmates and teacher.

Learner Outcome: The student will gain sufficient information to understand our environmental problems, and be willing to make necessary sacrifices to reach long-range solutions to these problems.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Survey of various industries (city, state, national) to find out what happens to their waste products. 2. Conduct panel discussion concerning the course of action most appropriate for solving pollution problems. 3. Attend meeting of waste control agencies. 4. Ask local city officials for law which regulates waste products of industries within or around the city.	(1) Director of Texas Department of Health Resources 1100 West 49th Street Austin, Texas 78711 (1) Local businessmen who have industries in or around Alice (1) Alter teacher (1) Physic professors at Texas A&I University Kingsville, Texas (2) Filmstrip: Energy From the Sun Encyclopedia Britannica

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Scientific Technology

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	(2) Filmstrip: Science Technology and Society American Iron and Steel Industry (3) Science and Civilization Commoner, Barry, 1966 Viking Press Alice High School Library (3) The Energy Crisis Rocks, Lawrence, 1972 Crown Publishers, New York Alice High School Library (3) Solar Energy Halacy, Norton, 1969

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Physical Science

Grade Level: 9th

Title: Metric System

Suggested By: Braulio Ruelas

Allotted Time: Six Weeks

Performance Objective: At the end of six weeks; the student will be able to discuss in one hour, the present system of measurements in the United States and the distinct advantages of using the metric system, including its effects on "local" business, industry, and individuals.

Learner Outcome: The student will be aware of the tremendous impact the conversion to a metric system at measurements will have on most American industries, businesses and individuals.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research the present system of measurement in the United States and the metric system of measurement.	(1) Local businessmen (1) Local citizens (randomly selected) (1) Alter teachers (science and math)
2. Interview or survey "local" business, industry, and individuals to find out their concern for a metrification.	(2) Filmstrip: Understanding the Metric System Society for Visual Education, 1974 Alice High School Library
3. Oral discussion of his/her research and interviews.	
4. Experiments using proper instrument to make careful measurements of several properties of matter (length, area, mass, volume).	(3) Metric Power Deming, Richard, 1974 Nelson Press, Nashville, Tenn. Alice High School Library

T.A.C.S.
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Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Metric System

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	(3) Metric System Kelly, Gerard W., 1973 Sterling Publishing Company, New York Alice High School Library

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Earth Science

Grade Level: 8th

Title: Volcanoes

Suggested By: Braulio Ruelas

Allotted Time:

Performance Objective: At the end of six weeks, the student should be able to demonstrate and explain, in one hour, the eruption and structure of volcanoes. The student must also write a ten page report on volcanic areas of the world.

Learner Outcome: The student will become aware of different forces that change the composition of the earth surface and the dangers presented by volcanoes.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Prepare maps showing volcanic areas of the world. 2. Write a report on famous volcanoes. 3. Demonstrate the eruption of volcanoes. 4. Discuss how volcanoes change the structure of the earth.	(1) Geology professors, Texas A&I University (1) Alter Teacher (2) Filmstrip: Story of Volcanoes Encyclopedia Britannica, 1951 Alice High School Library (2) Filmstrip: Exploring Earth's Surface Imperial, 1968 Alice High School Library (3) Book: Volcanoes Wilcoxson, Kent, 1966 Chilton Company Alice High School Library

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Earth Science

Grade Level: 8th

Title: Earth Structure and Age

Suggested By: Braulio Ruelas

Allotted Time: Six Weeks

Performance Objective: At the end of six weeks, the student should be able to discuss with classmates the theories about the structure and age of the earth, in a twenty minute presentation.

Learner Outcome: The student will be aware of different theories about the structure of the earth and the various ways utilized to determine an accurate estimation of its age.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Visit quarry or cut through a rock. Locate layers in the rock. 2. Prepare a small collection of fossils. 3. Look up theories of the structure of the earth. 4. Look up ways of estimating the age of the earth.	(1) Professors of Geology at Texas A&I University, Kingsville and Corpus (1) Alter teachers (1) Oil and Gas Geology (2) Filmstrip: About Our Earth Curriculum Filmstrip, 1969 Alice High School Library (2) Film: The Earth Changing Crust Film Associates, N.d. Alice High School Library (3) Book: Earth Voyage Through Time Dineley, David, 1974 Knopf. Publ., New York Alice High School Library

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Chemistry

Grade Level: High School

Title: Chemical Magic Show

Suggested By: Linda Brent

Allotted Time: Three to Six Weeks (Some time extra might have to be allowed for ordering chemicals not in stock.)

Performance Objective: The student will prepare a chemical magic show for presentation to science classes or a general audience. The presentation should show practical and scientific applications. The evaluation would be based on the success of the presentation.

Learner Outcome: The learner will gain a knowledge of some chemical processes, applications of those processes and develop his/her ability to share his/her knowledge with others.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Use chemical magic paper from Texas A&I and book Chemical Magic to choose the format for presentation.	(1) Mrs. Brent (1) Mr. O'Rear
2. Prepare props for best audience presentation.	(3) "Chemical Magic Paper" Texas A&I Source: Mrs. Brent
3. Gather information on scientific and practical applications.	(3) Chemical Magic Leonard A. Ford T. S. Denison and Company Inc. (3) Textbooks

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Chemistry

Grade Level: High School

Title: Cold Light

Suggested By: Linda Brent

Allotted Time: Three to Six Weeks

Performance Objective: The student will prepare some sources of chemoluminescence and investigate some techniques or conditions for prolonging the source of light. The activity might be extended to discovering some novel uses of this source of energy. The evaluation will include a paper or demonstration showing the last conditions for prolonging the light and ways to use it.

Learner Outcome: The student will gain a knowledge of the chemical process involved in producing and maintaining and using cold light.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Using chemical texts, find out chemical processes involved.	(1) Chemistry teachers
2. Set up set of experiments to check conditions to prolong light.	(3) Chemistry Lab Manual (3) Chemistry texts, books and magazine
3. Using library references or experiments come up with several different ways to use energy.	(3) Bell Telephone Educational (3) Library materials

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Science

Grade Level: High School

Title: Science and Technology of Alice in the Early Days

Suggested By: Linda Brent

Allotted Time: Three Weeks

Performance Objective: The student will investigate the level of science and technology in the Alice area and will prepare a paper including tapes of personal interviews and pictures of equipment and tools.

Learner Outcome: The learner will appreciate his/her background and heritage more fully.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Collect interview for background information. 2. Collect information on herbal medicine, more conventional medicine. 3. Look at and photograph exhibits at John Conner Museum at Texas A&I	(1) Joe Frank Garza (1) John Conner Museum and especially Director (2) Tape and list of older members of community (3) Library Materials Texas A&I Library

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Biology

Grade Level: High School

Title: Salt Water Aquarium

Suggested By: Linda Brent

Allotted Time: Six to Nine Weeks

Performance Objective: The student will build a salt water aquarium and collect local plants and animals to create an under water environment. The evaluation will involve maintaining the aquarium for a four week period after construction and collecting.

Learner Outcome: The student will learn the technical skills involved in building and setting up the physical environment. The student will gain scientific knowledge about the relationship between plants and animals of the salt water of the lower Texas Coast.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Look at some functioning aquaria.	(1) Look at aquaria at Texas A&I, Dr. Chaney, Dr. Wood
2. Build and set up salt water aquarium	(1) Trips can be arranged with Dr. Chaney or Dr. Wood or Mrs. Brent
3. Collect plant and animals.	(3) Use Pamphlet Pb 0013 Building and Maintaining a Salt Water Aquarium Region II ESC Contact High School Library
4. Learn how to maintain aquarium.	(3) Library materials and textbooks
5. Small cards or posters close to the aquarium could explain the members of the environment.	

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Biology

Grade Level: High School

Title: Getting to Know Your Protozoan

Suggested By: Linda Brent

Allotted Time: Six Weeks

Performance Objective: The student will maintain a culture of a specific protozoan Ameba proteus, Blepharisma, etc. and prepare a set of graphs showing the organisms' reactions to various stimuli, such as heat, cold, chemicals, etc.

Learner Outcome: The student will gain a knowledge of the effect of the environment on the specific organism involved and will learn to do a literature search to help structure research.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Search literature for experiments involving protozoans. 2. Set up and conduct experiments on protozoans 3. Prepare graphs showing behavior of organism plotted against heat, cold, etc.	(2) Single Celled Animals M-1061 Region II ESC (2) World of Little Things M-0667 Region II ESC (2) Protozoans M-0864 Region II ESC (2) Order specific protozoans from E.S.C. living materials (3) Readers Guide, check under specific name textbooks (3) Statistics books for correct way to prepare graphs

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SOCIAL STUDIES

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: American Government

Grade Level: 12th

Title: Social Programs - State and Federal

Suggested By: George Draper

Allotted Time: Six to Twelve Weeks

Performance Objective: Will present, in an oral presentation to school and civic groups, a comprehensive discussion of state and federal welfare programs in Alice as measured by: the oral presentations, a finished written project and substantiated by taped interviews, seminar studies and statistical charts reflecting money spent on welfare and social programs in Alice.

Learner Outcome: Will acquire a working knowledge of state and federal social programs, will be able to present accurate oral presentations, of the federal and state money spent on welfare, plus will know the qualifications that recipents must meet and the approximate percentages of Alice population that gets some form of state and/or federal welfare aid.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. List all federal programs the student is aware of.	Social Security Office--Federal Office Building
2. Add other programs found by research in library, magazines, at home, contact with city and school officials.	Rupert Anguiano--Food Stamp Program County Welfare Annex
3. Contact and interview (tape if possible) heads of local programs such as: Federal Food Stamp Program, federal Housing Program, Social Security, SSI for Blind, Disabled and Old Age.	Gonzalo Trevino--Migrant and County Health --The Texas Rural Legal Aid --State Welfare Aid to Dependent Children County Court House
4. List the people and the qualifications they must meet to qualify for each type of program (include in data such requirements as age, sex, income, family, resources, etc.)	Don Corley--Alice Housing Authority Sam Anderson--Urban Renewal

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 25-901

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Title: Social Programs - State and Federal

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Use seminar groups to disseminate information from resource people to school through use of school TV system. 6. Present abbreviated oral presentation with visuals for civic club presentation.	Eugene Garcia--Federal School Programs Alice Independent School District 200 N. Reynolds Bill McCumber--Assistant City Manager (For Federal Programs in City) Joseph Calitano--Secretary of Health Education and Welfare Washington, D. C. (For President's Program of Welfare Reform, released 8-6-73) U.S. News and World Report, 1-29-73, 3-5-73, 11-12-73 (Check library for more up to date material.) Jim Wells County Migrant Health Project Department of Health, Education and Welfare--Texas Health Department (update) Forms to apply for federal and state assistance Department of Public Welfare--Form #4 Department of Public Welfare--Form #2 U.S. Government Printing Office--734-090/22 Department of HEW--Pub. #55E-73-10035 Your Social Security Congress and The Nation, Vol. 2 Congress Quarterly Inc.

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Social Studies

Grade Level: 10th through 12th

Title: Who Am I - Genealogy Project

Suggested By: George Draper

Allotted Time:

Performance Objective: Will prepare a documented report on the historical background and development of his/her family as measured by the final report (project) and substantiated by evidence secured from census records, family records, military records and birth/death records.

Learner Outcome: Will demonstrate his/her appreciation of his/her culture and filial development through his/her presentation orally of his/her family history project.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Analyze family background--list what one knows of his/her own personal knowledge. 2. Study diaries, letters, death and marriage certificates, army discharges, photo albums, old newspaper clippings, family Bible, old trucks in the attic, etc. 3. Oral taped interviews with members of the family--seek out grandparents or any cooperative and interested member of the family, however remote, who might have information and will cooperate in furnishing documented evidence about the family through information. This may be done through personal visit, telephone letters or questionnaires.	Relatives that have knowledge of family's history--mother, dad, grandparents, aunts or uncles--anyone with interest in and background knowledge of the family. Roots, by Alex Haley--read for background information by one who found his own roots. Librarians, local and distant. In Alice, Mrs. Dorothy Dunsmore, Alice High School; and Mrs. Salinas, Alice Public Library. Birth and death certificates--Where to Write for Birth and Death Records--Department of HEW, February 13, 1972

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title: Who Am I - Geneology Project

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Visit areas as near as possible to gather information that might be available (cemetaries, courthouses, museums, etc. 5. Ask questions that will help you attain the following information: a. Basic information--who are you, who were your parents, grandparents, birth places, deaths, marriages and any pertinent information b. Race-ethnic--what knowledge do they have of the family culture and racial background c. Education--describe the educational background of every member that they can d. Family--describe and name each member of the family who lived in their home at any time and of whom they have knowledge 6. Make use of all available sources like: a. Census Bureau b. Vital Statistics c. Morman Church Records	The National Archives and Records Serivce General Services Administration Washington, D. C. 20408 H. Chilton Cook Security Federal Savings and Loan Source of information for records on service in the Confederacy Fraternal Records Masonic Lodge, Elks, etc. The Personal Census Service Branch Administrative Service Division Pittsburg, Kansas U.S. Bureau of Census Ask for form BC-600, application for search of census records. Federal Record Center 221 St. Joseph Street East Point, Georgia On these sources list name of person, date and place of birth, date and place of military enlistment. Family Bible--marriage certificates, military discharges, baptismal certificates, photos of tombstones to substantiate dates Finding Your Own Roots: How Every American Can Trace His Ancestry at Home and Abroad K. Jeane Westin, J. P. Tarcher

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 3 Cont.

Title: Who Am I - Genealogy Project

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
	Subject Guide to Books, etc. 1975 and 1977 Supplement R. R. Bowker Company, 1975 pages 1555-1556

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T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: American Government

Grade Level: 12th

Title: Crime in Alice - A Study in Statistics

Suggested By: George Draper

Allotted Time: Four Weeks

Performance Objective: Prepare an investigative report analyzing the causes of crime, the types of crime, and the results of police, grand jury, and court actions on criminal activity in Alice, as measured by the completed report with substantiating evidence provided through research.

Learner Outcome: Describe in an oral report, with slide support and statistical posters, the criminal activity and law enforcement in Alice based upon the results of the study of cause/effect relationships of crime and convictions in Alice.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Prepare a survey for adults and selected students asking preselected questions such as: a. Do you think Alice has an abnormally high rate of crime? b. In which group do you think is the highest rate of crime? (1) 10-15, (2) 16-17, (3) 18-25, (4) 25-up c. What percentages of the court cases do you think end in convictions?	Court records--county and district courts found in the clerk's office. Court officers: a. Romeo Flores, County Attorney b. T. L. Harville, County Judge c. Juan Rodriguez, Police Chief d. Monroe Whitman, Sheriff e. Robert Guerra, Assistant District Attorney f. Arnoldo Garcia, District Attorney g. Woodrow Laughlin, District Judge h. Manuel Perez, Clerk of District Court i. Arnoldo Gonzalez, County Clerk
2. Investigate the records of the local courts to show types of crime, results of court actions and compile statistics.	
3. Write FBI for statistics for 18-25 age group in the areas of the various crimes: shoplifting, assault, murder, burglary.	

Title: Crime in Alice - A Study in Statistics

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Interview those involved in arrest, indictment, conviction of those accused, police or sheriff; member of grand jury; district attorney; judge (district or county); probation officer.	You and the Law Filmstrip includes some causes of Urban Crime Local CRC
5. Contrast the FBI figures with those gathered by the study in Alice	FBI Research through written questions
6. Create a slide presentation demonstrating each facet of the criminal procedure from arrest to court action.	Questionnaire to be combined with oral interview. The survey questionnaire should be scientific:
7. Produce written script to go with the slide presentation.	a. Race b. Level of income c. Sex d. Profession e. Geographic area of residence

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Economics

Grade Level: 10th through 12th

Title: Small Business - A Study in Free Enterprise

Suggested By: George Draper

Allotted Time: Eighteen to Thirty-six Weeks

Performance Objective: Will create and operate a small school supply business to supply TAGS students only and thereby both supply a service and provide a learning situation where the student will acquire knowledge of marketing, advertising, sales and supply and demand. The success will be measured by the final report on the project and the economic success of the business.

Learner Outcome: Will learn the basics of the free enterprise system by participating in the stock creation, stockholders election, management and labor supply and sales of the small business that will be created and operated during the year.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Interview people from banking and loan institutions on methods of financing and forming a small business.	Nolan Boyd, Bank of South Texas Jean Kreston, VOE Coordinator
2. Begin the business by selling shares of stock at a prearranged price per share to those students who want to participate.	Small business owner--like drive in, small fast food, privately owned
3. Organize the business at a stockholders meeting where a board of directors is named. The board will name the store manager and such personnel as they feel necessary to carry on the operation.	Cecil Stine, operation of buying in a small business situation Small Business Administration Phamplets on business organization
4. Use seminar of finance, business organization, marketing experts to discuss this type of organization with the members of the board.	

Title: Small Business - A Study in Free Enterprise

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Provide a list of items to be purchased for sale in the store after a questionnaire has been compiled, issued and the results studied.	
6. Purchase stock--set up the physical area for the story--provide for advertising, merchandising and marketing of produce.	
7. Provide a bookkeeping system to see how profit, loss, purchases, sales, all are a part of our economic system.	
8. Seal the items in a store atmosphere--set the price after checking cost of comparable items, wholesale cost, etc.	
9. Advertise--make the product as desirable as possible at the lowest price possible to seek to make a profit for the stockholders.	
10. Set a dividend rate on the stock after the final bookkeeping takes place at the end of the project. The dividend, if any, shall be declared by the stockholders.	
11. Write a final report that will sum up all facets of the projects delving into the free enterprise system from the establishment of stock, stockholders actions, establishment of the store, establishment of prices and products and the final dissolving of the corporation at the end of the projects period.	
12. Evaluate the results.	

T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Social Studies

Grade Level: 11th through 12th

Title: TV - Current Events Challenge Bowl

Suggested By: George Draper

Allotted Time: _____

Performance Objective: Will prepare, produce, participate in and present a six weeks TV series based on quiz competition in the area of current events using social studies classes, as measured by the finished production and complications of data from evaluative instruments that include both self evaluation and critical evaluations by others involved in project.

Learner Outcome: Will acquire knowledge of how to prepare questions for weekly quiz show; will be able to produce, direct and present the product in closed circuit TV and will in the preparation improve his/her knowledge of what's happening today.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study procedures to be used in establishing or providing class competition. 2. Research social studies areas, weekly, for material to be used in quiz questions from such areas as world affairs, politics, economics, arts, etc. 3. Interview possible participants for such roles as moderator, judges on answers, participant on the team panel, TV studio work (helping the regular studio personnel), qualities such as aggressiveness and extrovert nature along with academic knowledge.	Newspapers--magazines over a two week period use prior to production for up to date material. Ex-Newsweek, U.S. News, Time, New York Times, etc. Visual materials as source for potential questions from such TV presentations as Today, A.M. America, Walter Cronkite, John Chancellor, Barbara Walters TAGS classmates--students from Mr. Yanez, Mrs. Holmes and Mr. Draper Dottie Keetch--High School TV Studio Coordinator

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

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Title: TV - Current Events Challenge Bowl

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Create six game situations putting volunteer participants from selected social studies classes--economics, government, world history, TAGS.	Dorothy Dunsmore--High School Library City Library--source of question material Harvard Educational Publication--an already prepared quiz
5. Evaluate the completed program by preparing evaluative instruments for participants, program initiators, program viewers, administration, alter teacher.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Social Studies

Grade Level: 10th through 12th

Title: Job Opportunities in Law Enforcement

Suggested By: George Draper

Allotted Time: Six Weeks

Performance Objective: Will develop a career education unit for job descriptions in law enforcement as measured by the finished product (written paper with visual aids) and substantiated by statistical data obtained by research and interview on job qualifications, job availability and potential for advancement.

Learner Outcome: Will be able to list, describe and compare the various job opportunities in the field of law enforcement including those that require varying degrees of educational background.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Make a list of available jobs, for example: policemen, dispatcher clerk, deputy sheriff, jailer, district and county attorney, detective, bailiff, judges, recorders.	Library Career Education Books Resource people:
2. List and expand in written notes, the qualifications and potential for advancement in each of above jobs, plus others student may discover.	Policemen, Larry Mandel Detective, Robert Bazan Dispatcher, Dorothy Phillips Department Sheriff, Jailer District Attorney, Robert Guerra District Judge, C. Woodrow Laughlin Court Reporter, Ben Sala
3. Interview personnel in each of the jobs as to reasons they went into this job market, what qualifications they possess, what they believe about the future of this job area.	
4. Prepare slides for each of the jobs, illustrating job description, location, work requirements.	Career Education, Scholastic Magazine
5. Compile poster presentations to illustrate educational requirements, job descriptions.	

VOCATIONAL

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Business

Grade Level: 11-12

Title: Accounting Projects

Suggested By: Jean Kreston

Allotted Time: Four Weeks

Performance Objective: Become familiar with various accounting procedures needed for operating a particular business. Successfully complete a chosen accounting project to be graded by the instructor.

Learner Outcome: Gain a working knowledge and ability to perform the procedures necessary to maintain accurate accounting records. Gain an insight to the operations of a business in Alice.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Preview the filmstrips Bookkeeping Series, and the Bookkeeping Process as they relate to: a. The bookkeeping equation b. Balance sheet c. Use of accounts and analysis of transactions d. Journalizing and posting e. Preparing the trial balance f. Preparation of the work sheet and financial statements g. Closing entries	1. Alice High School Library a. FS 657-1 through FS 657-6 Bookkeeping Series b. FS 657-7 through FS 657-9 Bookkeeping Process c. Transparencies T 657.2-1 through 657.2-23, 20th Century Bookkeeping and Accounting 23rd Edition

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Title Accounting Projects

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
2. Review the transparencies from the 20th Century Bookkeeping and Accounting. a. Combination journal b. Recording cash payments c. Recording the selling of merchandise on account d. Recording cash receipts e. Controlling accounts and subsidiary ledgers f. Prepare six-column work sheet, income statement and balance sheet 3. Select an accounting project from the sixteen packets listed. 4. Interview the office manager of the selected business. 5. Complete the necessary project. 6. Turn in completed project to be graded by instructor.	2. Accounting Projects a. Kenneth Dale Farm b. Professions Accounting (1) Dental (2) Medical (3) Legal c. Village Garden Center--- Pegboard Payroll System d. Envirotrol Controls e. New Horizons f. Quadrasonics g. Hudson Farm h. Spencer Athletic Goods i. Taylor Hardware j. Weston Leather Goods k. Central Auto Supplies Corporation l. Sea-King Corporation m. Reed Auto Supplies, Inc. n. Stanley Manufacturing Company o. Allen Electronic Service p. Home Heating Company

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Business

Grade Level: Ungraded

Title: Operational Manual (for business selected)

Suggested By: Jean Kreston

Allotted Time: Twelve Weeks

Performance Objective: Selecting a small business which will be owned and operated by student. Student will assemble materials to construct an operational manual for the selected business.

Learner Outcome: Become familiar with all aspects of owning and running a business. Will learn about credit, accounting, layouts, advertising, insurance, purchasing, marking the prices on merchandise, as well as the legal aspects of owning your own business. Be able to construct an operational manual for selected business.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Select the kind of small business in which the student is interested in, and would like to own and operate. 2. Selct the type of legal organization best suited to the business. a. Sole Proprietorship b. Partnership c. Corporation 3. Establish a pricing policy for the merchandise. a. Margins b. Markups c. Markdowns	1. Visit several small business operations and and talk to the owners or managers. 2. Get in touch with the Better Business Bureau. 3. Dun and Bradstreet 4. Write to the Department of Labor to obtain information. 5. Write to the Department of Commerce.

T.A.G.S.
Alice, Texas

Page 2 Cont.

Title Operational Manual

Alice Independent School District
County District No. 125-901

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Establish a purchase plan for one item sold in the business.	6. Chamber of Commerce
5. Make a list of the insurance needs, the kinds of insurance and the insurance cost of the business.	7. Talk to an insurance agent concerning the cost of insurance.
6. Establish credit plan. a. Short-term credit b. Installment buying c. Revolving credit d. Long-term credit e. Be aware of the "Three C's" (1) Character (2) Capacity (3) Capital	8. Get in touch with the Credit Bureau. 9. Read Business Principles and Management by Shilt, Everard and Johns. 10. Review accounting procedures from filmstrips and books, if necessary. 11. Obtain suggested office layouts. 12. Write to the Advertising Council for help in writing ads.
7. Establish plans for the collection procedure,	
8. Prepare a list of accounts that will be used in the bookkeeping system of your firm.	
9. Draw a layout of the office for the type of business selected.	
10. Determine what controls will be employed to assure acceptance of the product or service sold by your company.	
11. Design ads to be printed in the newspaper to gain new customers.	
12. Study displays to be used in the business.	
13. Construct operational manual using material obtained.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Business

Grade Level: Ungraded

Title: Use of Computers in Alice, Texas

Suggested By: Jean Kreston

Allotted Time: Six Weeks

Performance Objective: Gain a knowledge of the use of computers in three local businesses in Alice, Texas. Prepare a program using one of the computers in Alice, Texas. Be able to present talk to the class concerning computers.

Learner Outcome: Understand the importance of computers in daily business activities. Become aware of the difference between "in house" and "on line" computers. Become aware of the business operations of three offices in Alice, Texas. Write a program and be able to present a talk about computers.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research material in the Alice High School Library and the Alice Public Library to gain knowledge about computers.	1. Obtain from the Curriculum Center CA 25-1 Computers and What They Do
2. Decide on the three businesses to be studied.	2. Alice High School--Mrs. Dunsmore
3. Set up personal interviews tith the office managers of the three chosen businesses.	3. Alice Public Library--Mrs. Salinas
4. Observe the computers "at work".	4. Some Alice businesses using computers a. Harkins Company b. Val Cap c. FESCO d. Bill Gardner Chevrolet e. I. D. I. f. Alice Savings and Loan g. City of Alice
5. Write a program using one of the computers which can be shown at the TAGS Fair in the spring.	

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Alice, Texas

Alice Independent School District
County District No. 125-901

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Title Use of Computers in Alice, Texas

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
6. Present a talk to the class explaining information obtained concerning computers.	

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T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Business

Grade Level: High School

Title: Franchise Business

Suggested By: Jean Kreston

Allotted Time: Six Weeks

Performance Objective: Investigate the pros and cons of owning a franchise business. Student will prepare a chart illustrating at least ten franchise businesses as to their average income from investment; the total investment required and the beginning cash required.

Learner Outcome: Knowledge will be gained through investigation in determining the cost of franchise, owned outlets with regard to the average income, the start up cash required as well as the total investment involved. Knowledge will also be gained in awareness of the franchising opportunities in business.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Investigation a. Market b. Company c. Costs d. Product or service e. Profit potential f. Assistance from franchisor (parent company) g. Operating conditions h. Franchise contract 2. Prepare a chart illustrating: a. Average income return from investment	Franchising Opportunities Handbook U.S. Commerce Department Superintendent of Documents Washington, D. C. 20402 ($3.60) Classified Directory of Members International Frachise Association 7315 Wisconsin Avenue Washington, D. C. 20014 (Free) Franchise Index/Profile Superintendent of Documents Washington, D. C. 20402 (.85¢)

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Alice Independent School District
County District No. 125-901

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Title: Franchise Business

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
b. Total investment required c. Beginning cash required	Investigate Before Investing International Franchise Association ($2.00) Going Into Business the Franchise Way, Changing Times April, 1977

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Business Careers

Grade Level: Ungraded

Title: Analysis of Five Business Careers

Suggested By: Jean Kreston

Allotted Time: Six Weeks

Performance Objective: Develop job analysis of five business careers as they relate to the training required, employment outlook, potential earnings, job locations and work conditions. Complete a chart illustrating the information obtained.

Learner Outcome: Research will help students become aware of the variety of job opportunities in the business field. Students will be able to plan their own future based on the information obtained and be able to construct an easily read chart based on this information.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Preview the filmstrip, Looking at Business Careers.	1. AHS Filmstrip Looking at Business Careers FS 650-7
2. Preview the two kits, Managerial Services--Business Services and Office Education, Series I.	2. AHS Kit Job Survival Skills K-650-1 through 651-8
3. Go the the counselor's office and obtain the Occupational Handbook, 1976-77 Edition.	3. AHS Kit Office Education, Series I 651-32 through 651-42
4. Preview the Business Careers Kit.	4. Occupational Outlook Handbook, 1976-77 U.S. Department of Labor; Bureau of Labor Statistics, Bulletin 1875
5. Obtain the Curriculum Library and two kits, World of Work: Distributive and Office Occupations and World of Work: Set I and II.	

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Alice, Texas

Alice Independent School District
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Title: Analysis of Five Business Careers

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
6. Use the card catalog to obtain information from the Alice High School Library and the Alice Public Library.	5. Business Careers Kit Careers Largo, FL
7. Construct the chart illustrating the information obtained.	6. Curriculum Resource a. World of Work: Distributive and Office Occupations K-258 b. World of Work: Set I and II K 425-426
8. Present the chart at the TAGS Spring Fair.	7. Business Principles and Management Shilt, Everard and Johns 8. Management Essentials: Resource Dunn, Stephens and Kelley

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: Jr. High & High School

Title: Everyday Make-up for Theatrical Use

Suggested By: Sandra Howard

Allotted Time: one quarter

Performance Objective: The student will study the application of cosmatic and corrective make-up.

Learner Outcome: The student will have the opportunity to apply make-up for school plays.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research these topics. Facial shapes Classification of complexions Lips Eyes Eyebrows	1. Charm & Poise For Getting Ahead by Ruth Tolman, Milady Publishing Corp., 3839 White Plains Rd., Bronx, N.Y. 10467
2. Visit the Mary Kay representative. Let her demonstrate various ways to apply make-up.	2. Good Looks Book by Bonnie Bell, P. O. Box 6177, Cleveland, Ohio 44101
3. Work make-up planning sheet.	3. Olesen, Make-up planning sheet p. 50, 1535 Ivar Avenue, Hollywood, CA. 20028

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Alice, Texas

Alice Independent School District
County District No. 125-901

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Title Everyday Make-up for Theatrical Use

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
4. Work with drama teacher on type of make-up to use on different characters.	4. Stage Make-up, Richard Corson, Appleton-Century Crafts 5th. Edition.
5. Work with each person in the play on type character they will be playing.	5. Elementary Stage Make-up by Jan Rasche, U.S.C. Silent.
6. Practice applying make-up on each character.	6. Make-up: Special Effects by Phil Sigmorelli, Los Angeles Valley Colleges.

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Title: What's the Best Job for Me

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
3. Find out what employers look for when interviewing prospective employees.	5. People in the community
4. Play the game of Job-O.	
5. Research career choices which are up to student's values.	
6. Interview person in various occupations.	

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T.A.C.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: Jr. High & High School

Title: Planning for Pleasure

Suggested By: Sandra Howard

Allotted Time: Six Weeks

Performance Objective: The student will study ways to plan and prepare an open house.

Learner Outcome: The student will be able to assist in planning and preparing the open house.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study cookbooks that have recipes for holiday foods.	1. Better Homes and Gardens--Encyclopedia of Cooking Vol. 9
2. Select recipes to prepare for Christmas Open House.	2. New Holiday Cookbook Favorite Recipes of Home Economics Teachers P. O. Box 3396, Montgomery, Alabama 36109.
3. Work with teacher to decide on recipes for texture, color, and taste. Consider money available.	3. Teen Guide to Homemaking Marion S. Barclay Webster Division, McGraw-Hill Book Co.
4. Send out invitations to school faculty.	
5. Decide on decorations.	
6. Make out a work sheet for students to serve.	
7. Decide on table service.	
8. Plan for background music.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: Jr. High & High School

Title: Decorating a Room in Your Home

Suggested By: Sandra Howard

Allotted Time: one quarter

Performance Objective: The student will develop a general knowledge in decorating a room in the home.

Learner Outcome: The student will be able to decorate a room in the home.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Research the following topics: Furniture Style Quality and Appearance Versatility Window treatments Window shades and blinds Curtains Draperies Floor Coverings Wall treatments Accessories	1. Store owners 2. Local furniture stores 3. Homes Today and Tomorrow by Ruth Sherwood.
2. Visit model rooms in department stores and furniture stores. Decide the styles and materials used.	

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Alice, Texas

Alice Independent School District
County District No. 125-901

Page 2 Cont.

Title Decorating a Room in Your Home

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
3. Collect samples of carpeting made from each of the major fibers. Experiment with removing different stains from each and test for flammability.	
4. Draw a floor plan to scale of the room you want to decorate. Determine how the space in the room is to be used.	
5. Plan the furniture arrangement.	
6. Develop a decorating scheme.	
7. Determine budget limitation.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: Jr. High & High School

Title: Using Your Time, Energy and Money

Suggested By: Sandra Howard

Allotted Time: one quarter

Performance Objective: The student will develop a knowledge of the problems of using your time, energy and money.

Learner Outcome: The student will become aware of his time, energy and money.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study tactful ways which some people indicate through gestures and mannerisms "It is time to leave please." Think of ways in which, without hurting guests feelings in which you can indicate to them that it is time to go home. 2. Write a make-believe story about a society where there are no clocks. How do people manage their time. 3. Make a time schedule for a few weeks, evaluate the schedule for effectiveness. 4. Make a schedule just before you are responsible for an unusually heavy load of household tasks. Evaluate whether the schedule was helpful.	1. Your Marriage and Family Living by Landis Webster-McGraw-Hill 2. Teen Guide to Homemaking, Marion S. Barclay-Webster Division, McGraw-Hill Book Co.

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Page 2 Cont.

Title Using Your Time, Energy and Money

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
5. Keep a time record of your activities for several days to determine whether you are getting enough sleep, rest and exercise.	
6. Develop work habits which you can follow at school and at home.	
7. Conduct a survey to find the ways in which your friends and their families spend their leisure time.	
8. Keep a record of the amount of money spent over a period of time for clothes, cleaning and laundry care. Add this amount to the original cost of the garments in order to determine the total cost. Decide which garments proved to be more expensive.	
9. Keep a written record of your personal expenditures for two weeks. At the end of that time combine the expenditures into groups as lunch, clothes, magazines, cosmetics, and recreation. On the basis of your record decide whether you need to improve your spending habits.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: Junior High and High

Title: What's the Best Job for Me

Suggested By: Sandra Howard

Allotted Time: Six Weeks

Performance Objective: The student will demonstrate an awareness of its characteristics, its meanings, and its significances.

Learner Outcome: To stimulate exploration of work values as well as aspects of the individual, his/her attitudes, aptitudes, interests and the view of himself/herself as a worker that influences career decision making.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Work a sheet called Heroes and Heroines. This will help to explore qualities they most value in others and themselves. This is found in the kit, Career Development.	1. Education for Living Career Development Kit Alice High Homemaking Department
2. Make a notebook on getting to know yourself. Write down activities you have done well and enjoy doing. List sports, clubs and hobbies you enjoy. At the top of each page in your notebook write achievement #1, #2, and so forth. List about ten. Go back and on each page write the word, description, then describe what you did to make this achievement happen. Select five of the most satisfying achievements. Number them one through five in order of preference. Now write on each page the word, skills, and list the skills you demonstrate in the process of these activities.	2. A New Work: Ethic for Our Times American Vocational Journal, January, 1973 3. Exploring the World of Work Forecast Magazine, April, 1973 4. Career Games Educational Progress Corporation Box 45663, Tulsa Oklahoma 74145

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: High School

Title: How to Defend Yourself

Suggested By: Rosa Linda Gonzalez

Allotted Time:

Performance Objective: The student will investigate theories of personality including Maslow's hierarchy of needs, develop a schedule for self-improvement and chart progress, and be able to write or discuss findings, and write a suggestion list for better communications with others.

Learner Outcome: The student will develop an understanding of everyday living situations; and will develop a theory for self-improvement.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Study Maslow's Theory on hierarchy of needs. 2. Develop a technique for self-discipline as a way of life. 3. Apply grooming principals to self. 4. Study personality theory (Freud, Jung, Sheldon). 5. Make observations on how people use defense mechanisms. 6. Identify personality traits positive and negative in self and develop formula for improvement or development. 7. Develop a suggestions list for better communication with others that doesn't infringe on their rights or privileges.	1. Relationships Helen Gus Westlake "Understanding Ourselves" How to Get Along With People Drury Michael 158D 796h

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: High School

Title: Costume Making (For Student With Sewing Experience)

Suggested By: Rosa Linda Gonzalez

Allotted Time: _____

Performance Objective: The student will be able to draft a pattern using the flat pattern design and machine, sew a costume garment for a particular character.

Learner Outcome: The student will draft a pattern and construct a properly fitting costume for a particular person or character.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Detect errors in design. Identify what is possible and impossible.	1. Perfect Fitting: Pattern Drafting
2. Modify design to adapt to particular figure type.	2. Vogue Sewing Book: Fitting
3. Draft pattern.	3. Teen Guide to Homemaking Burclay, Champion, Brinkley, Funderburk Part V, "Your Clothes"
4. Compute yardage required.	
5. Judge adaptability of fabric texture and color combinations.	Clothing Hazel T. Craig
6. Construct the garment.	
7. Fit the costume garment on the character.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: High School

Title: Marriage

Suggested By: Rosa Linda Gonzalez

Allotted Time:

Performance Objective: The student will prepare a written questionnaire on the issues of marriage, poll a cross section of students and a cross section of the community and compile the results of the poll in notebook and chart form to submit to the teacher for evaluation.

Learner Outcome: The student will develop a questionnaire on marriage, use communication skills to gather information, analyze and evaluate results and submit findings to teacher.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Write questions pertinent to marriage success and marriage failure for a questionnaire. Submit for approval. 2. Use a variety of communication skills to poll a cross section of the community. 3. Use a variety of communication skills to poll a cross section of students. 4. Compute the results on a chart. 5. Compare in percentage the responses to the questions by community members and students.	1. Relationships Helen Gum Westlake Unit 3, "Understanding Ourselves in the Enterrelationship of Marriage" 2. Your Marriage and Family Living Paul H. Landis Part II, "Marriage and Its Adjustments" 3. Married Life Audrey Riker and Holly Brisbane

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Title: Marriage

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
6. Make a summary of findings; include number polled and your reaction to the finding. 7. Compile findings in notebook and hand in for evaluation.	

T.A.G.S.
Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: High School

Title: Dress or Costume Design

Suggested By: Rosa Linda Gonzalez

Allotted Time: _____

Performance Objective: The student will illustrate through overlay pencil sketch a design of a garment depicting a particular time or era to be used and adapted to a particular person and/or character (actor or actress).

Learner Outcome: The student will design a costume befitting a particular time or era and a particular character or person which adapts to the mood of that era; the student will make an approximate cost list for that garment.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Collect pictures of costumes popular or prevalent during that time. 2. Choose styles and consider alternatives. 3. Describe in written form its appearance. Match design to the mood of the times and personality of the character. 4. Sketch garment details--separately and than as a whole. 5. Choose fabrics appropriate for the design--consider color, texture, drapability, feasability, etc. 6. Exhibit sketch for approval, revision or modification.	The Perfect Fit Perfect Fit Publishing Company 68 Fargo Street Boston, Ma. 02210 Teen Guide to Homemaking Barclay, Champion, Brinkley, Funderburk Part V, "Your Clothes" Clothing Hazel T. Craig

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Title: Dress or Costume Design

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
7. Judge the appeal of the combination of colors for the person, against other characters, under lights, etc. 8. Visit local stores to find particular colors of fabric, compare and compute approximate cost of garment including details as buttons zippers, thread, etc. 9. Submit findings and suggest alternative fabrics of lesser cost.	

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Alice, Texas

FOR
INDEPENDENT STUDY

Alice Independent School District
County District No. 125-901

Subject: Homemaking

Grade Level: High School

Title: Are You Getting Swindled (Home Repair Service)

Suggested By: Rosa Linda Gonzalez

Allotted Time:

Performance Objective: The student will make a study of home repair services available in the area, the relevant costs compared to replacement of article and prepare an oral presentation on the findings.

Learner Outcome: The student will make a survey of where to get the best service at the lowest price and where its better to replace a household article instead of repair.

ACTIVITIES	RESOURCE SUGGESTIONS (1) Human (2) Visuals (3) Reading Materials
1. Survey the need for home repair services by consumers. 2. Develop a short quesionnaire to be used to poll a cross section of Alice residence in order to determine need and costs of repairs. 3. Visit local shops and find costs. Do they charge set fees or do costs fluxuate according to time involved. 4. Explore technique used for preparing estimate of costs, cost of service. 5. Make a written summary of findings. Analyze where best services are available.	Aim For a Job in Appliance Service John Keefe 643.069 K26aG